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THE LIBERTY ELEMENTARY SCHOOL, NEW LIFE FOR OLD SCHOOLS.
PITTSBURGH DESIGN STUDY.
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A STUDY OF AN OLD SCHOOL BUILDING AND ITS NEIGHBORHOOD IS REPORTED, INCLUDING A DESCRIPTION OF EACH. A DESCRIPTION OF PITTSBURGH MASTER PLANS FOR ACHIEVING EDUCATIONAL EXCELLENCE AND RACIAL AND CULTURAL INTEGRATION INTRODUCES THE PAPER. URBAN DESIGN SOLUTIONS FOR THE NEIGHBORHOOD INCLUDE DISCUSSIONS OF NEW HOUSING, TRAFFIC CIRCULATION, PARKING PROVISIONS, LANDSCAPING, AND DEVELOPMENTAL PHASING. SCHOOL DESIGN SOLUTIONS WERE LIMITED BECAUSE OF DISTRICT POLICIES ON COST OF FACILITY MODERNIZATION AND CONTINUED USE OF SCHOOL DURING ITS MODERNIZATION. PROPOSALS FOR SPACE ALLOCATIONS AND IMPROVED FACILITIES ARE DISCUSSED. ARCHITECTURAL STUDENTS DEVELOPED THESE SOLUTIONS IN THIS PROJECT SPONSORED BY THE RESEARCH COUNCIL. (BD)

"New Life for Old Schools"

Pittsburgh Design Study

The Liberty Elementary School

The Liberty Elementary School

The Research Council of the Great Cities Program for School Improvement is an organization of the large cities of the United States whose primary purpose is to conduct studies faced by the Great Cities in their efforts to meet the comprehensive public school needs of their citizens. This study is under a grant from the Educational Facilities Laboratories.

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Each year more than 3 billion dollars is spent in the United States for elementary and secondary public school construction. School systems everywhere are taxing their resources to the limit in the attempt to satisfy the urgent needs of a rapidly growing and dispersing school population. One of the problems of the central city is that even as total population decreases, school population continues to increase.

More than 30,000 public school buildings in this country have been in use for almost 50 years. Other buildings such as the Pittsburgh school, subject of this report, though of more recent vintage, can no longer adequately house changing educational programs.

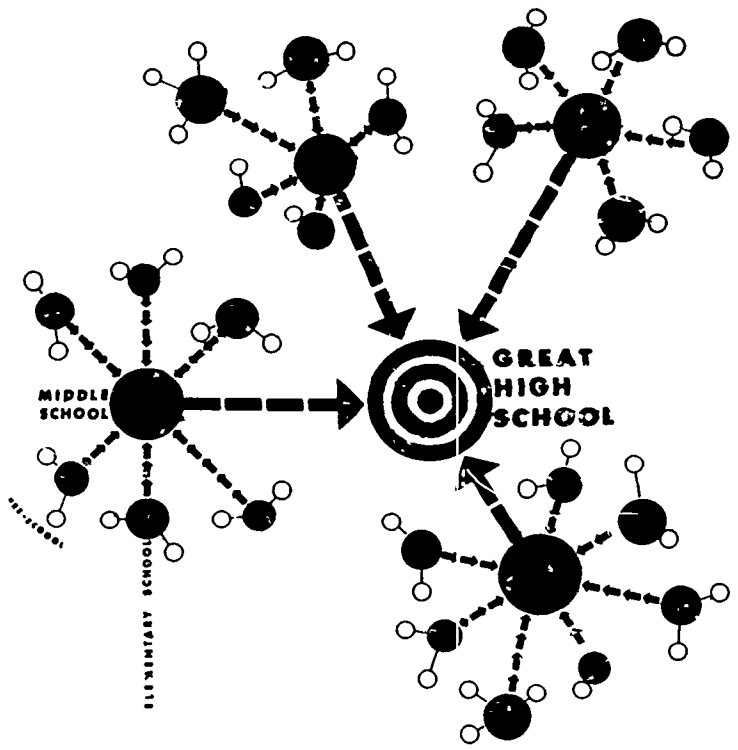
For many of these buildings there seems to be but one solution—replacement. But, as the member of one school board said: "If you don't have seats for children you simply have to keep the old buildings."

Early in 1965, the Research Council of the Great Cities Program for School Improvement announced a grant from the Educational Facilities Laboratories for a study of the problems and solutions connected with the modernization of outmoded school plants. As part of this study a cooperative program was sponsored by the Pittsburgh Public Schools, the Department of Architecture, Carnegie Institute of Technology and the Research Council. Two groups of students at Carnegie, working with six visiting architects (all known as specialists in school facilities planning) took as a design problem two existing Pittsburgh schools and addressed themselves to the problems of school modernization. This booklet summarizes the results of one of the studies—The Liberty Elementary School.

The actual Liberty School designs were developed entirely by the students with counsel from their faculty, the three visiting architects assigned to the problem, and the staff of the Pittsburgh Public Schools. The students conducted their own research programs, visiting elementary schools, interviewing children, teachers, and educational specialists.

Some of the designs presented in their report may meet the multitude of requirements for a real "solution" to Liberty School, but, in order to be sure, detailed analyses would be required—far beyond the scope of this project. A careful study of the student presentations indicates the wealth of ideas we can expect from the schoolhouse architects of tomorrow.

The influence of this study went far beyond the stated purpose of exploring design solutions for one Pittsburgh school. The six visiting architects expressed enthusiasm for devoting more of their talents to the problems of school modernization. An interest was developed in a number of students in pursuing a professional career in school facility planning. Professional practicing architects from all parts of the country were brought together in contact with students and faculty of one of the nation's leading architectural schools. And, certain of the visiting architects expressed active interest in being considered for modernization projects anticipated by the school system.



The Community

With a metropolitan population of two and a half millions, Pittsburgh is the ninth largest city in the United States. By tradition a city of steel mills and heavy industry, Pittsburgh's Golden Triangle is also the third largest center in the nation for corporation headquarters. Here are located the nerve-centers of U.S. Steel, Gulf Oil, Alcoa, Westinghouse, and Koppers.

At the same time Pittsburgh faces most of this nation's typical large-city problems. While new suburbs, freeways, shopping centers, and industrial estates annually extend the edges of the metropolis, the center of the city is encircled by slums in which are to be found the racially segregated and deprived minorities of our urban society.

To combat these tendencies Pittsburgh has adopted a multi-agency plan to achieve:
1. educational excellence
2. racial and cultural integration

Fundamental to the Pittsburgh plan is the treatment of education, not as separate "institutions," each in the center of a segregated service area, but as the large-scale catalysts to impel a new concept of urban structure based on a clear hierarchy of transportation, traffic and pedestrian links. Five new great high schools, each of 5/6,000 students, will replace the entire present high school system in the city; and each of these new great high schools will be placed in neutral centers between white and Negro communities, with service areas so large that integration is inevitable. And these centers will contain, not only education, but shops, offices, art galleries, libraries, entertainment and sports facilities, and public open spaces—a new and integrated focus for hitherto segregated communities.

Each great high school will be the center of its own group of middle and elementary schools. These will be linked by a hierarchy of traffic and pedestrian routes aimed at restoring residential qualities of quiet and stability. Thus the elementary school will become once again a "neighborhood" focus.

In this booklet and its companion, several alternative plans are offered for two of Pittsburgh's neighborhood elementary schools, Liberty and Wightman.

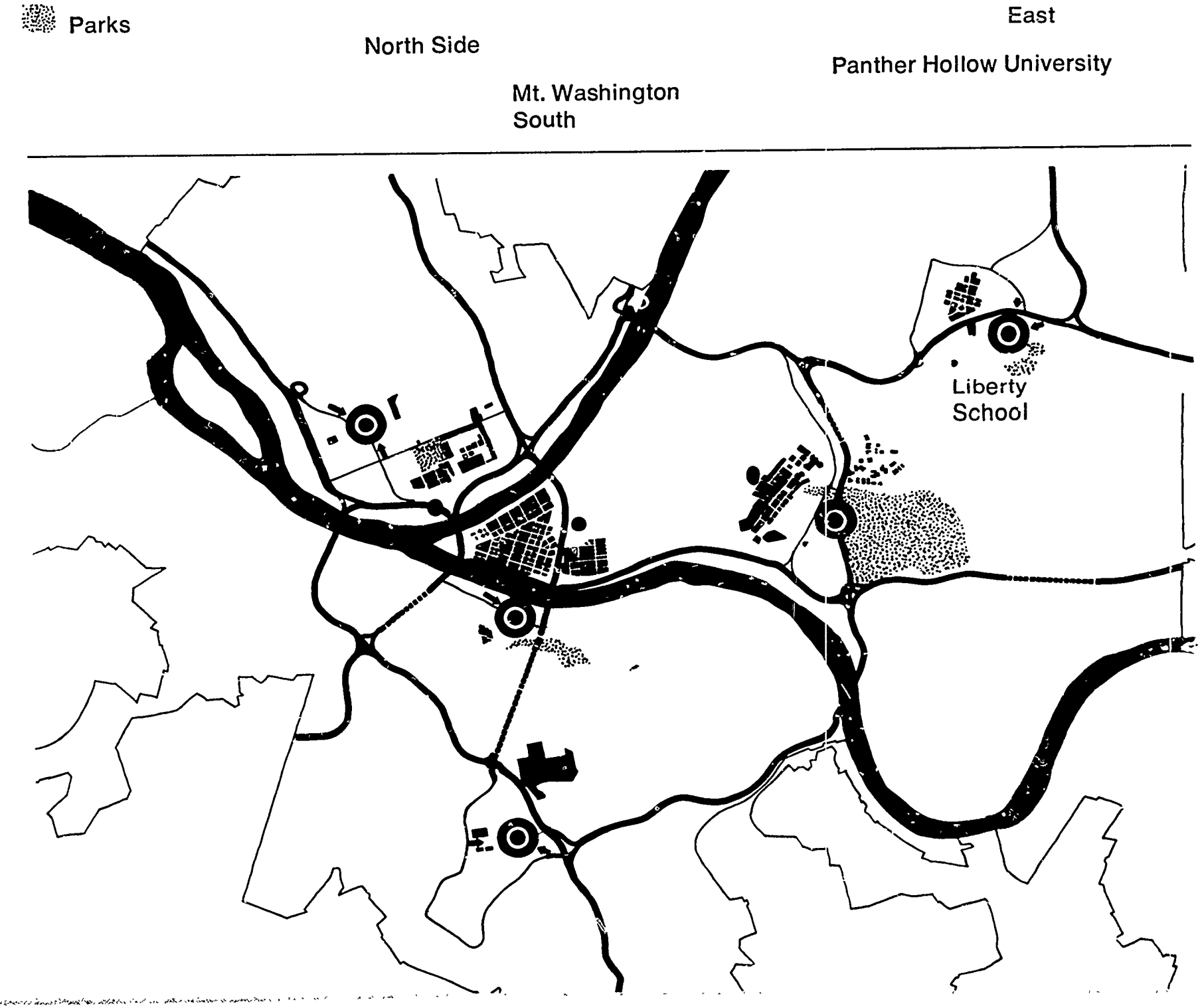
The contexts of the two schools are very different although their teaching programs are similar. Liberty, the subject of this booklet, is in a traditionally integrated area, and has a 29.4 per cent Negro enrollment. Wightman on the other hand, is an almost exclusively white school in a middle and higher-income area. The Wightman neigh-

borhood is perhaps the most stable in the city; while Liberty is in a neighborhood undergoing stresses of social change.

The stresses of change at Liberty are partly associated with its proximity to Pittsburgh's university and medical centers. The University of Pittsburgh, Carnegie Institute of Technology, Mellon Institute, Chatham College, and the hospitals complex provide the Oakland and Shadyside areas with some 25/30,000 students, researchers and faculty, the majority of whom are young and transient. In recent years the Shadyside neighborhood in which Liberty School is located has become a fashionable student center.

It is not surprising that the local shopping street (Walnut) increasingly reflects a market based on students and young professionals. On surrounding tree-shaded residential streets, large one-family homes are being converted into rooming houses, small apartments, duplexes and townhouses. Thus for all its residential rehabilitation and reconstruction, its bright new paint and Greenwich Village type shops, it is an oversimplification to call this a self-rejuvenating area. Rather it is an area rapidly, and in many ways fundamentally, changing its traditional usage.

Liberty Elementary School section in relation to five new Great High Schools and major core areas of the city



These trends are not likely to reverse. The University of Pittsburgh campus is expanding, in student numbers and in new facilities. Carnegie Institute of Technology is becoming a university, and will add important new buildings. One of these will be a new drama center, a significant addition to an area which is already the location of the Pittsburgh Symphony and the Playhouse, the City's only large professional repertory theater. Two new expressways and a rapid transit system are planned which will make fluent and fast connections with the Golden Triangle in one direction, and with the leisure areas of the upper Allegheny Valley in the other.

At the same time the traditional educational role of Liberty School itself is changing. Less than a mile away one of the five great high schools of the Pittsburgh plan will be built, scheduled for completion in 1971. These high schools will be designed for new educational methods and technologies, and thus will rely on changes in elementary and middle school techniques to prepare students for them.

For some years Pittsburgh has pioneered team-teaching techniques at the elementary level. But like her present high schools most of the city's elementary school buildings are old and unsuitable for new methods in education.

As noted in the introduction to this booklet, the Research Council of the Great Cities Program for School Improvement, and Dr. S. P. Marland, Jr., Superintendent of Public Education for the City of Pittsburgh, asked the Department of Architecture at Carnegie Institute of Technology to use Liberty and Wightman Schools as studio programs for graduate students in urban design and senior students in architecture. Liberty School was selected for the graduate students in urban design, and became the first project for the fall semester 1966. The students were allotted four weeks in which to complete all aspects of the program: analysis, urban design, and architectural recommendations. The work illustrated in these pages is a selection from the production of the student's work.

The eight-block area of the immediate vicinity of Liberty School and Walnut Street was selected for detailed analysis and design. This is the area bounded by Aiken, Ellsworth, Ivy, and Fifth, shown in the accompanying maps. Surveys revealed streets clogged by curbside parking, an absence of provision for pedestrians, no play areas for children, and decaying housing particularly adjacent to the school itself. Analysis also revealed that the traditional lower-income families of the area, mostly Negro, were being driven out by property speculators eager to cash in on the trend towards apartment housing for students and young professionals. Indeed, it was discovered that the effects of this trend in the general service area of the school were already being felt, both on gross enrollments and on traditional racial balance.

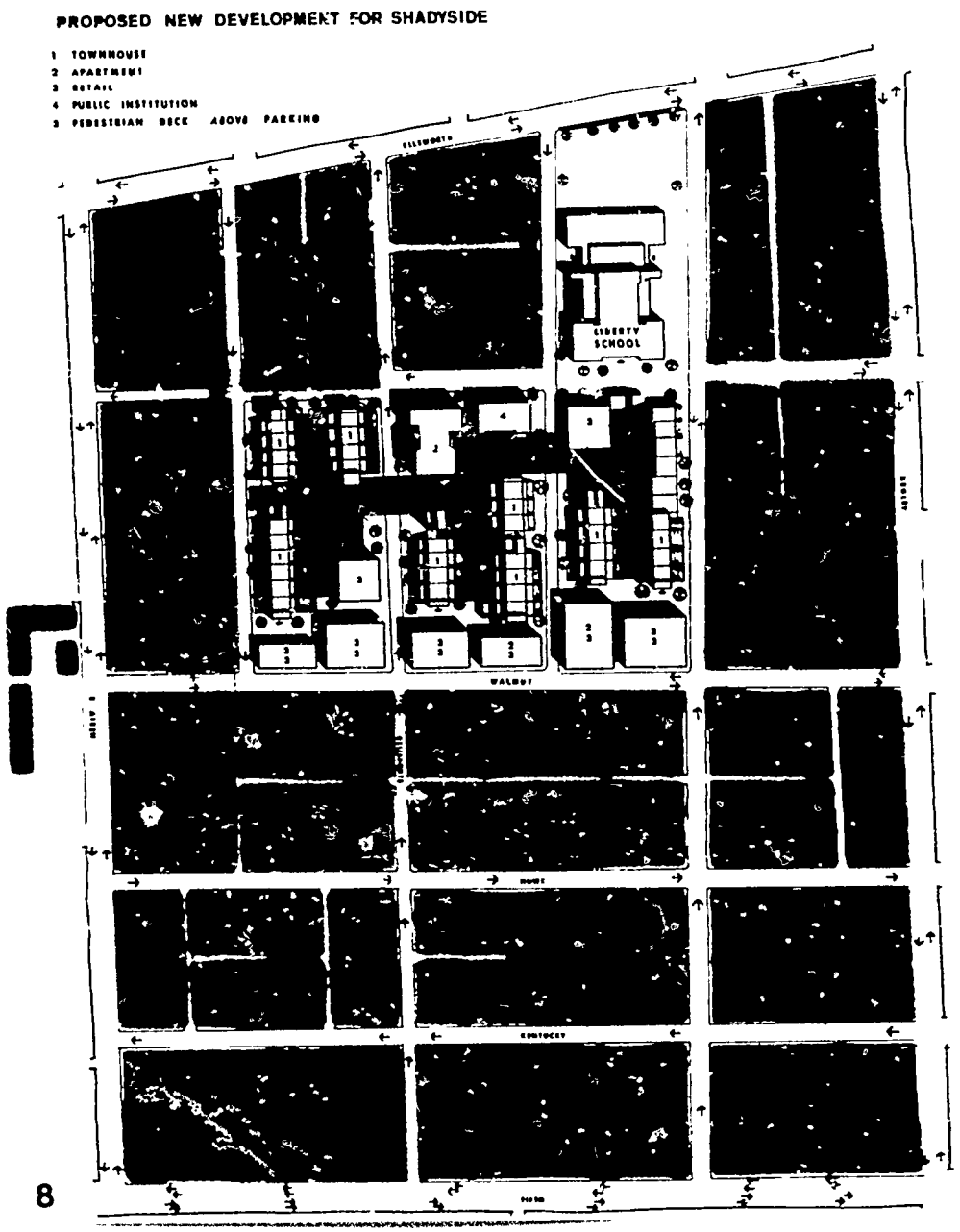
Urban design solutions therefore concentrated on the provision of:

(a) new housing capable of accommodating families with children. Some of this would be low-budget housing, on a public subsidy basis;
(b) traffic circulation; and traffic/pedestrian separation, particularly adjacent to the school itself;
(c) parking provisions, rationalized in terms of commercial and residential need, and short and long term;
(d) landscaping, relative to land use, and to texture and architectural massing;
(e) developmental phasing, rationalized in terms of neighborhood evolution and changing land values.

Representative drawings of this part of the study precede the proposals for the rehabilitation and reconstruction of Liberty School itself.

Two Student Approaches to the Neighborhood Design Problem

Guy Dellicour and Roger Gallet



Proposals Relating School to Community

To decrease the conflict between pedestrian and automobile pedestrian ways linking the school with existing and new development in Shadyside is proposed. The school thus becomes better integrated into the community with improved student and public access.

Traffic Circulation

It is proposed to limit two-way traffic circulation to the main access roads (i.e. Fifth, Aiken, Ellsworth, and Negley) and on Walnut Street. The residential streets will carry exclusively one-way traffic circulation, or pedestrians.

Commercial

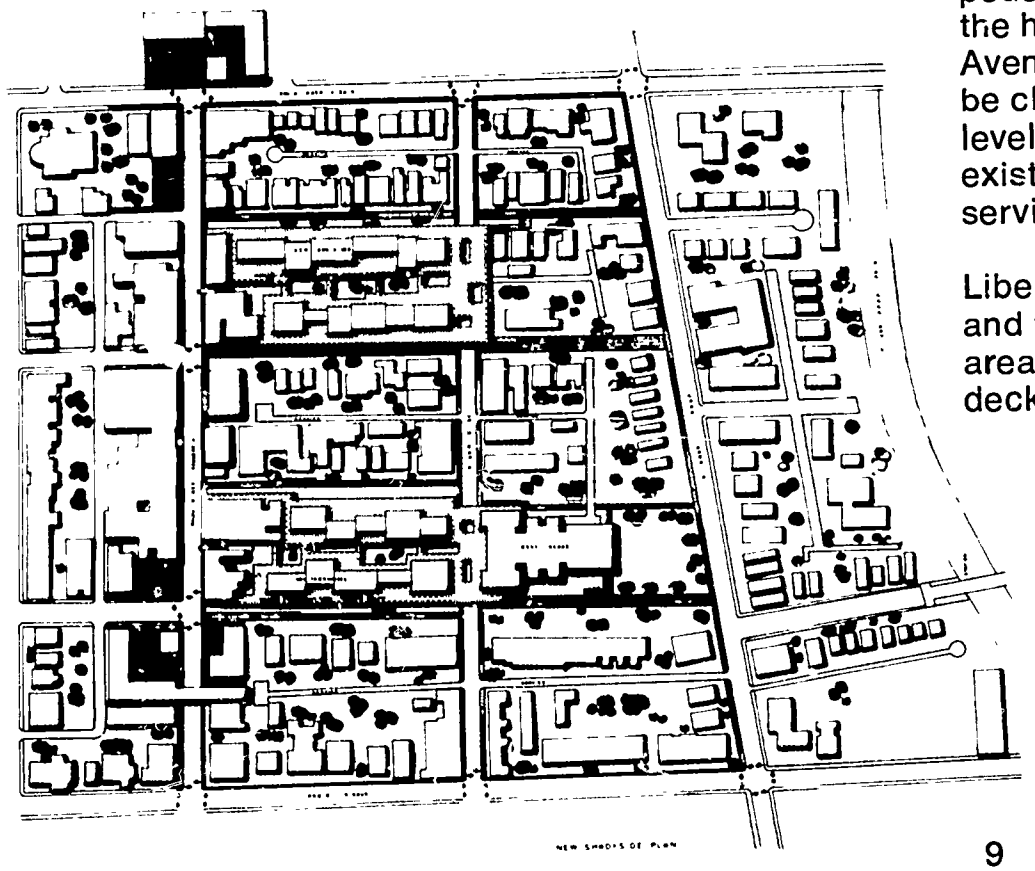
Limiting the extent of commercial development to the present Walnut Street area is recommended. This will tend to intensify the commercial development, thus encouraging the use of front, rear, and all levels for commercial or entertainment facilities, and promoting a more efficient use of existing space while retaining the present structures.

Housing

New Housing shall be phased and integrated with existing housing. A large percentage of the new housing should be designed specifically for families with children, to stabilize the area's residential character. Similarly, to maintain a racially balanced neighborhood it is proposed that existing houses be rehabilitated where necessary by public funds, and that non-whites be encouraged in the new development by means of rent subsidies.

Parking

Short-term parking facilities for commercial use could be increased by utilizing different on-street parking configurations and by having all future housing include parking within the structure thus relieving on-street parking pressure. It is felt that dispersed parking with no large concentrated lots is more in character with the existing community.

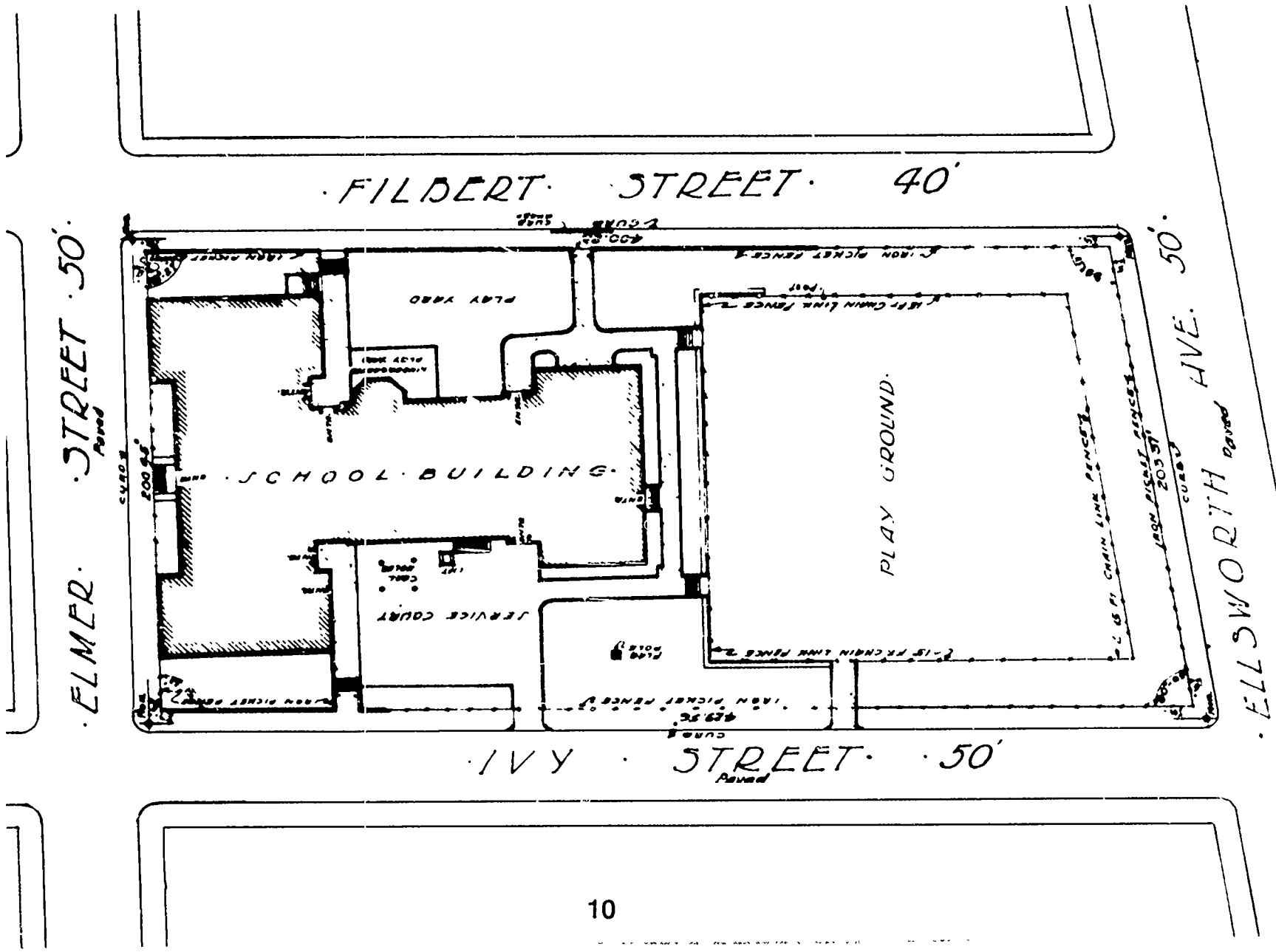


To retain the residential scale in the heart of the area no high-rise structures would be allowed. Instead, to help increase the density and redevelop the marginal housing to the north of Ellsworth Avenue new high-rise apartments would be recommended.

On the north side of Walnut Street and in the direction of Liberty School, two links would be built. These links would consist of parking below, pedestrian walk level and townhouse structures placed on top of the decks. These would be built gradually with the city building and owning the parking and the deck and then selling the deck to individual owners who would construct their own townhouse units on top. Thus the residential quality is retained and parking for all the residents, shoppers and visitors is provided, and the pedestrian is linked to the rapid transit and the high-rise apartments north of Ellsworth Avenue. All the streets except Elmer would be closed and pedestrian links at ground level would be formed. Servicing to the existing houses is through the existing service alleys.

Liberty School exists within one of the links and thus becomes an integral part of the area. Parking for the school is under the deck.

The Liberty Elementary School

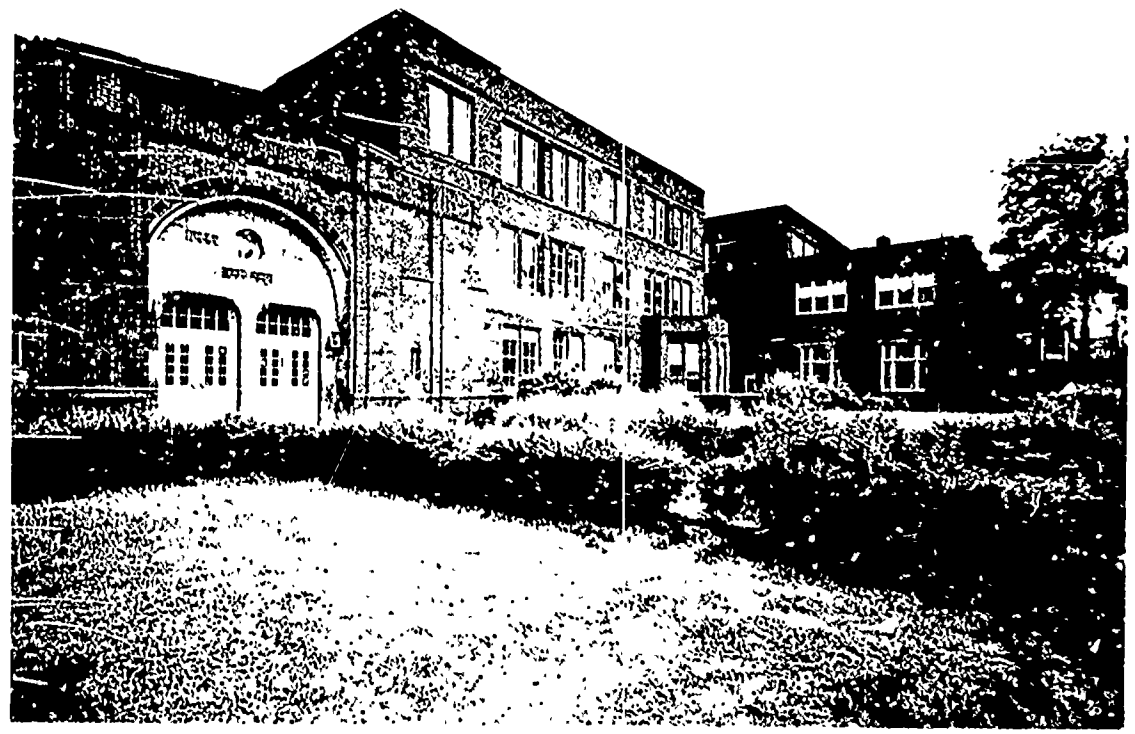


The original Liberty School building was constructed in 1870. In 1911 the first addition was built facing on Elmer Street. This plant was remodeled in 1928 for conversion of the school into a junior high school. In 1935, the junior high school was closed and the school since then has operated as an eight-grade elementary school. In 1936, the original 1870 building was razed and a second addition was built attached to the 1911 addition. These two additions now formed a unified T-shaped structure of two and three levels. In the 1911 section there are seven classrooms, an office, a playroom, and a gymnasium as well as several smaller spaces used for storage, supplies, and a teachers' room. The 1936 addition consists of twelve classrooms and an auditorium.

Until the past year a standard elementary school program has been in operation, including home economics and industrial arts programs for seventh and eighth graders from Liberty as well as one other public and two parochial schools. Changes in the program have occurred from time to time according to current innovations and community needs. For the past three years, the school has housed an eighth-grade Scholars' center to which selected eighth graders come from three other nearby public schools.

For the past several years there has been considerable renaissance activity in the Shadyside community. Local forces have been marshaled to maintain the Shadyside area as a desirable one for family living in the city. In May of last year, the Board of Public Education embarked on the regeneration of the Liberty Elementary School to support the community efforts. The Board of Education's purpose in this project is to demonstrate

that urban education can be of the highest quality in a naturally-integrated school and that the findings of such a demonstration can be applied to other schools in the City. The Liberty School population is now quite heterogeneous, socio-economically and racially. Twenty-nine per cent of the pupils are Negroes. The demonstration that an integrated school of this kind can be developed to provide the very best education for children of various levels of ability may be very important in achieving the goal of attracting and keeping substantial numbers of middle-class families in the urban center. The Board has committed its resources toward upgrading the educational program through the addition of extra teachers, supervisors, and aides, as well as extra books, supplies and equipment. It has also committed its resources to enlarge and modernize the physical plant.



Dr. Merwin Himmler
Associate Superintendent for Elementary Schools

The Educational Program for a Modern Urban School

The opportunity to provide an educational program for every child representing the modern thinking of educational leaders today is our goal. If the educational program is to grow, expand and develop without limitations imposed by physical artifacts, then the facility that envelops it must offer continual adaptation. Such a facility can result from careful consideration of the full range of educational needs of the community. Ideas, rather than masonry, ought to be the beginning if the design of the school is to effectively accommodate the student and the educational program of the future.

The modern urban school describes a posture of multi-unitization, that is, individualization of instruction involving programmed learning, restructuring of groups for learning, and team teaching. Non-graded programming capitalizing on differential psychology that recognizes children differ not only physically, emotionally, and socially, but also intellectually, requires facilities that encourage the theory of continuous pupil progress. Children must be able to move freely within the instructional area from one teaching station to another. Ease in obtaining instructional materials and teaching tools must be provided for the instructional staff. Areas for planning and preparation of materials must be adjacent to the teaching stations, with additional areas for the teachers study and parent-pupil-teacher conferences. Central to the modern urban school is the Resource Materials Center (RMC). The RMC should accommodate a number of learning activities simultaneously.

A complete educational program, the same that guides new elementary school planning in Pittsburgh, was prepared for the design study. Basically, it stated that the school plant at Liberty School should be designed to accommodate approximately 480 pupils, preschool through fifth grade. The program called for a total of 12 elementary classrooms, 2 kindergartens, and 2 pre-school education classrooms. The space allocation for the instructional area, grades 4-5 is, ideally 4,500 square feet, of this 1,500 square feet is allocated to the science/math area. These spaces should be grouped around, insofar as possible, the RMC, that should form the nucleus or focal point of the school. Additionally, this facility must include areas for administration-consultant complex, doctor-nurse, teacher offices and lounge/work space, professional service personnel, performing arts complex, physical education space, storage, custodian and toilets. The educational specifications call for a gross building area of more than 40,000 square feet—well in excess of the present area of Liberty School.

As will be noted the design solutions include an indoor swimming pool as part of the physical education facilities. This was included in the program for purposes of the study, but the inclusion is not essential to the success of the suggested solutions. If increased community use of the school facilities is indicated, the addition of a swimming pool has further justification. But the ideal

space requirements for all areas does exceed the space available which dictated the approach to additions reflected in all of the student design solutions presented on the following pages.

Policy
While School District policy covers many facets of the design of a school, enrollment limitations and characteristics, transportation, community use of buildings and grounds, maintenance, etc.,—perhaps the most pivotal of all in this case is the policy regarding cost of facility modernization.

For the purpose of this study, the Pittsburgh Public Schools have said that "if the cost of adequate modernization of space within an existing facility must exceed 50% of the cost of replacing the existing building with a new facility, the facility shall not be modernized." This statement would seem to recognize that the ultimate life expectancy of a modernized older facility is likely to be somewhat shorter than a new school. It probably also implies that there are other ways the modernized facility falls somewhat short of the facility such as efficiency of space use and perhaps visual quality.

Another policy which will do much to shape the ultimate design form of Liberty is the fact that the school must remain in use throughout its modernization. Additions may be built during the normal school year with proper protection and coordination but modernization of the existing building must be phased to occur during summer recess.

Space Analysis	Square feet
Pre-School Kindergarten	6,000
Grades 1-2-3	8,000
Grades 4-5	6,000
Resource Materials Center	2,875
Fine Arts Complex	4,645
Physical Education	5,920
Food Preparation and Dining	2,650
Professional Service Personnel Area	1,650
Administrative—Consultant Offices	1,850
Scuff Area	500
	40,090

In addition to the above areas provision for non-educational uses was requested, including equipment storage and maintenance, work areas for custodians, toilet areas for students and adults, changing rooms for staff, service and utilities areas, and circulation within the building.

Guy Dellicour

Basically the school is organized in three parts:

1. In the old section of the existing school, functions have been located which can be easily accommodated within the existing wall-bearing structure:

On the middle floor are located administration and personnel service areas on each side of the public entry. These areas have their own circulation, but each has access to the school as a whole.

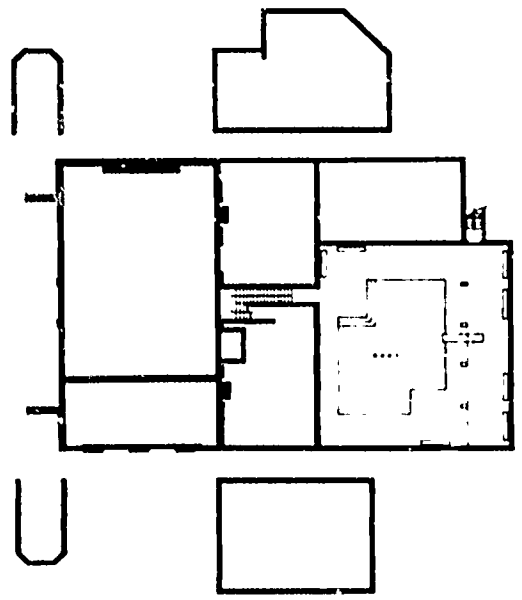
To encourage curricula inter-relationships, teachers' offices are grouped together on the upper floor.

The Resource Materials Center is split into two levels (middle and upper floor). Its central position gives a close and efficient proximity to the teaching stations as well as the administration and teachers' offices. The science area is located on the lower floor for easy access to the botanical garden.

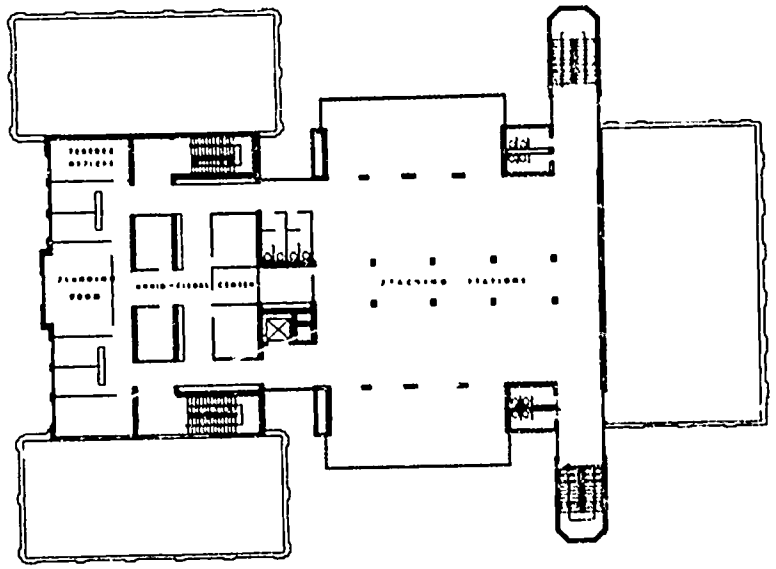
2. Teaching stations are grouped in the old building where the post and beam structure allows a free organization of the space.

Additional spaces: On the ground floor, the pre-school and kindergarten areas are located. with direct access to their own playgrounds. Grades 1-5 are placed on the upper floors. Additional spaces are projected on both sides of the old building, creating covered play areas. Where new structure is proposed, mechanical shafts and new toilet units are within the supporting elements.

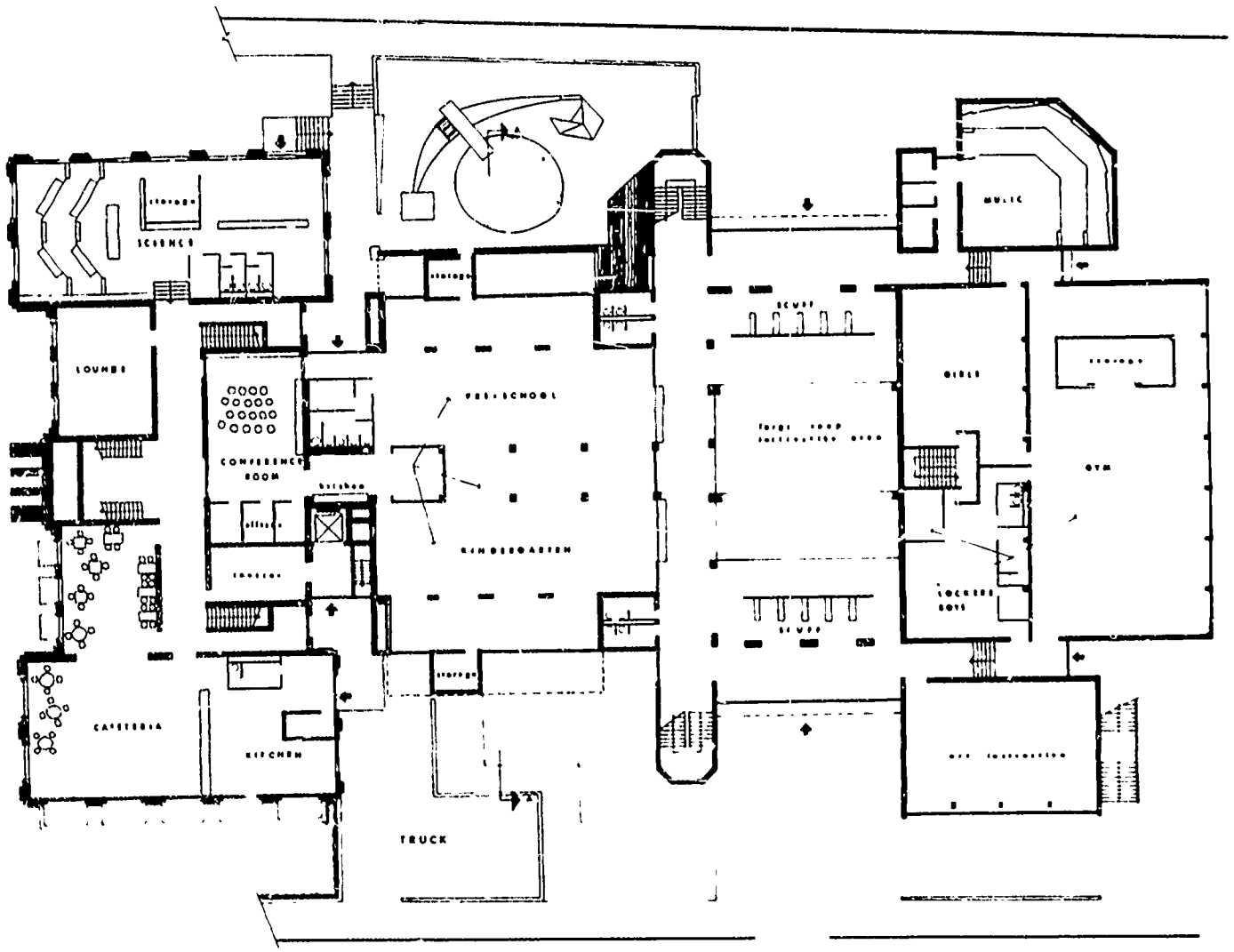
3. Art instruction areas, large group instruction areas, and physical education areas are designed as a self-contained complex which can be utilized separately from the instruction areas.



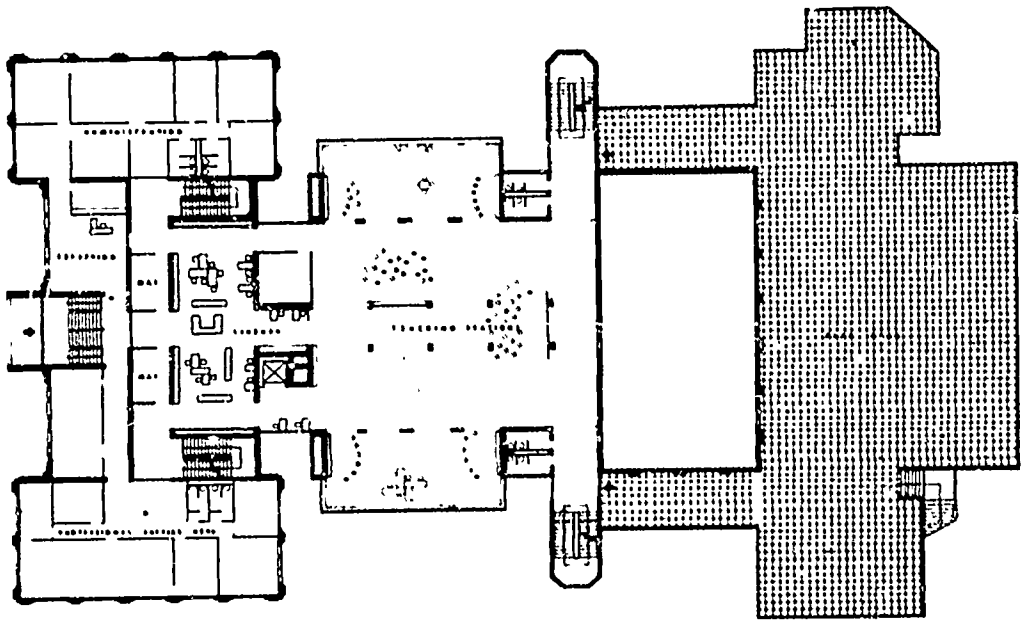
BASEMENT



UPPER FLOOR



LOWER FLOOR



MIDDLE FLOOR

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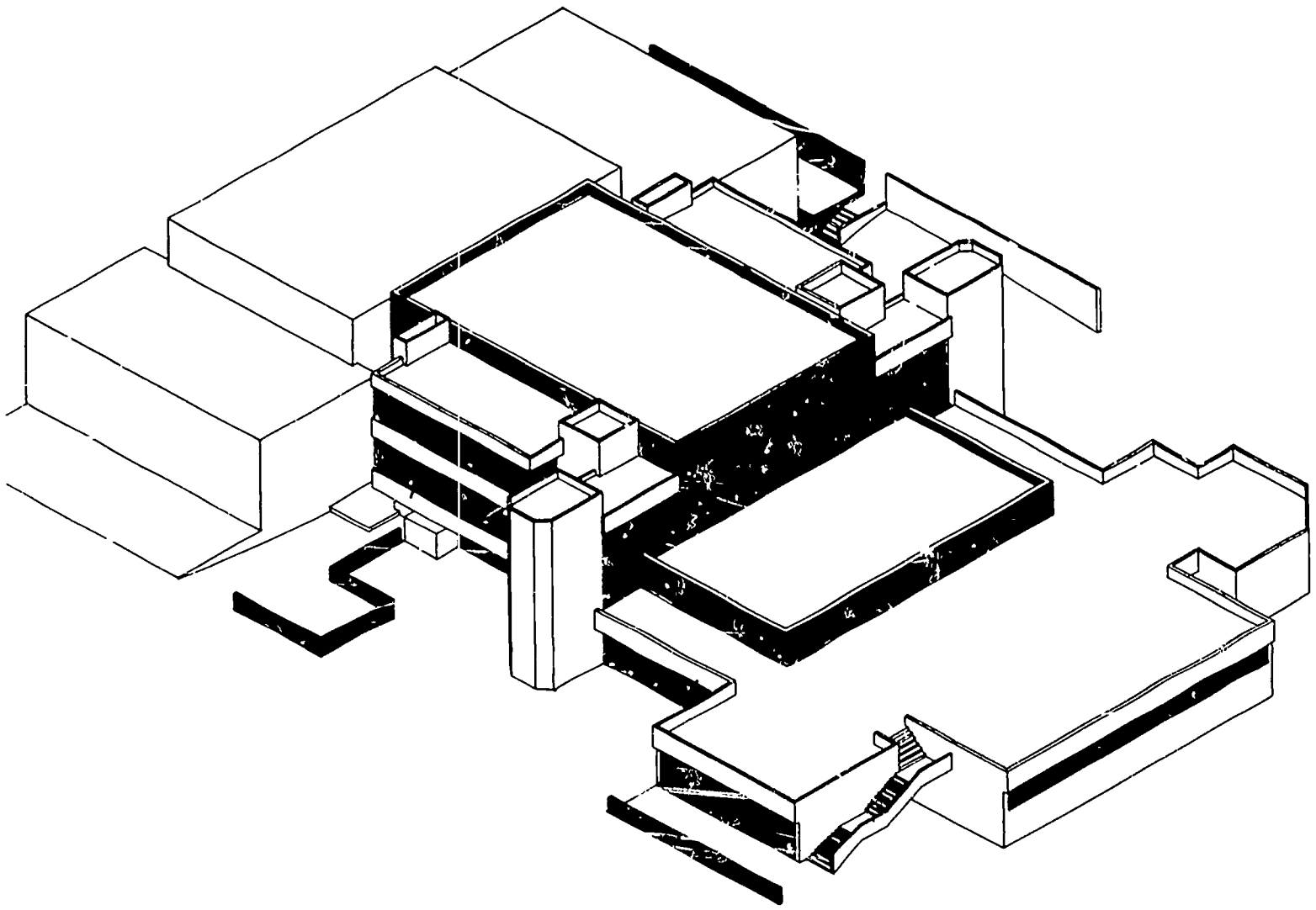
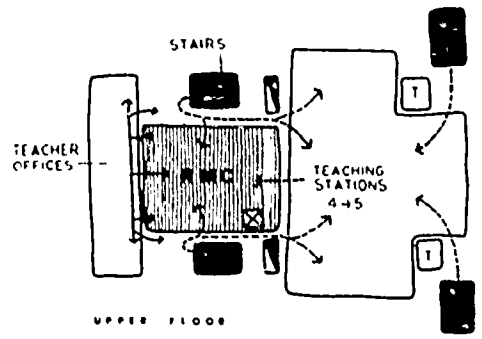
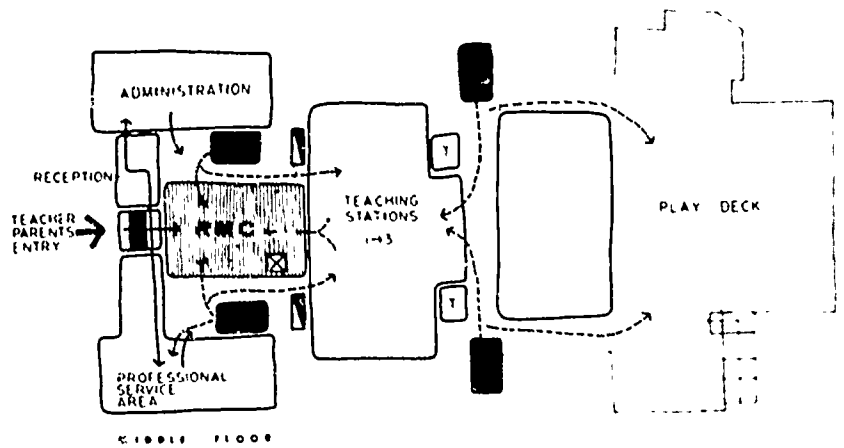
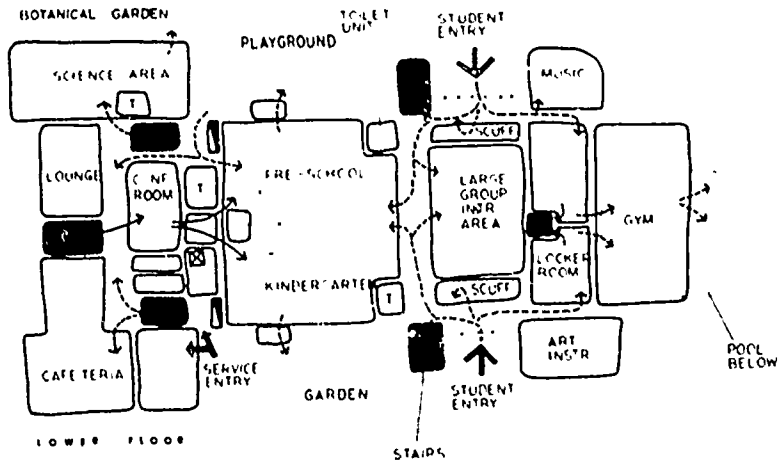



STAIRS
TEACHER OFFICES
RMC
TEACHING STATIONS 4-5
T
UPPER FLOOR


ADMINISTRATION
RECEPTION
TEACHER PARENTS ENTRY
RMC
TEACHING STATIONS 1-3
PLAY DECK
PROFESSIONAL SERVICE AREA
T
MIDDLE FLOOR


BOTANICAL GARDEN
PLAYGROUND
TOILET UNIT
STUDENT ENTRY
SCIENCE AREA
MUSIC
SCUFF
LOUNGE
CONF ROOM
PRE-SCHOOL
LARGE GROUP INSTR AREA
GYM
LOCKER ROOM
KINDERGARTEN
ART INSTR
CAFETERIA
SERVICE ENTRY
GARDEN
STUDENT ENTRY
POOL BELOW
STAIRS
T
LOWER FLOOR

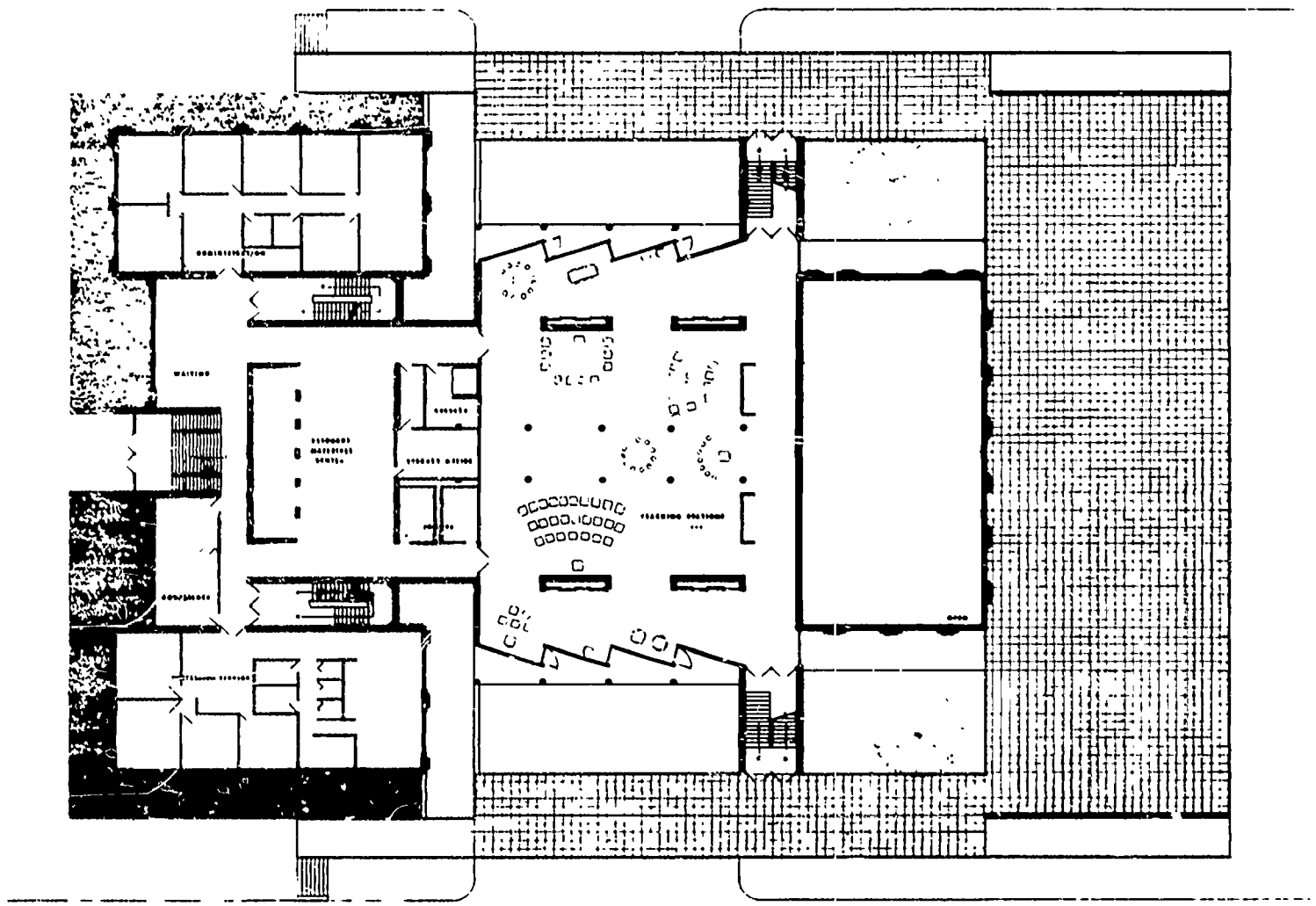
Roger Gallet

The objectives of this program were two-fold. The first objective was to discover the inherent limitations posed by the conversion of the existing Liberty School into a facility for team teaching at the pre-school and elementary level. The second objective of the program was to seek ways of integrating the school into the fabric of the neighborhood by making physical links with new and existing development and also by the provision of facilities within the school which could be used by the community.

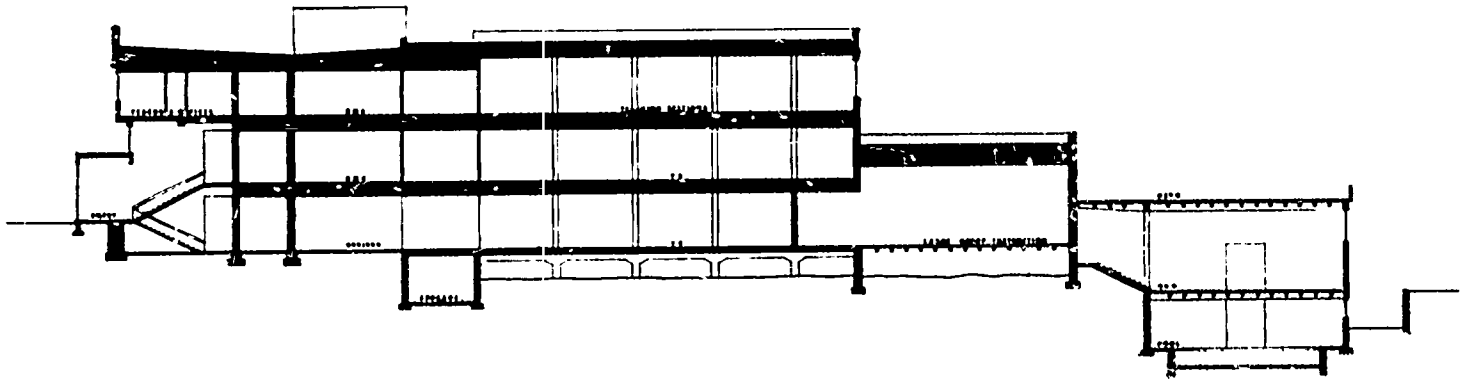
The existing school has three main sections and the structural limitations of each section gave an indication as to what function it would be best suited.

The middle section of the school could be easily converted to the requirements of a large flexible instructional space due to the columnar structure system. Additional space would be added to these spaces and they would be served by stairwells which connect them to a deck. This deck is both an entrance and play deck and is connected to the playground by a ramp. Under the deck is space for parking.

The public facilities such as the large group instruction area, art and music instruction, and gymnasium are grouped in one area and can be opened to the public during the night



FIRST FLR
LIBERTY SCHOOL

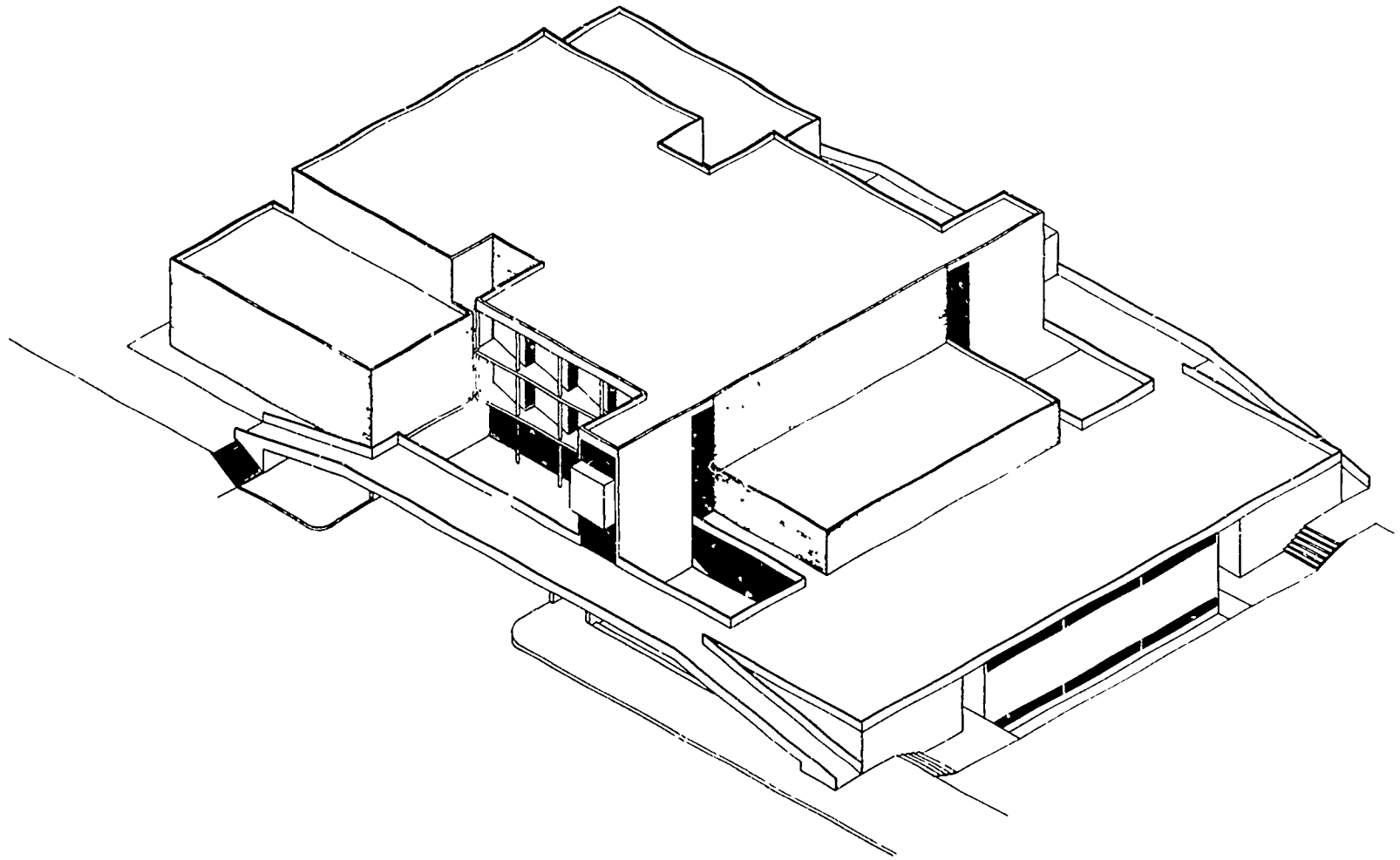


SECTION B B

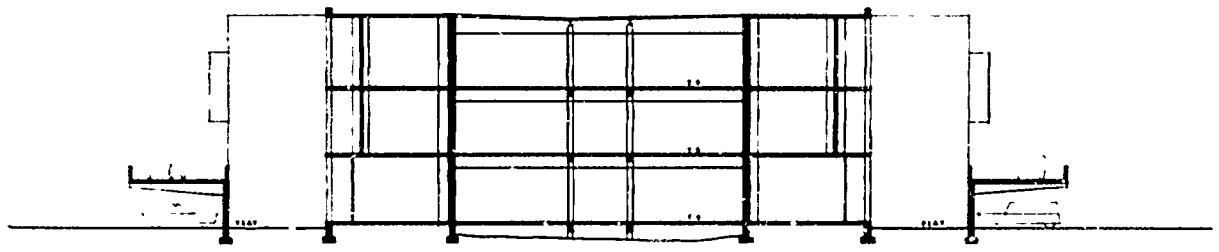
or for special events without giving access to the rest of the school.

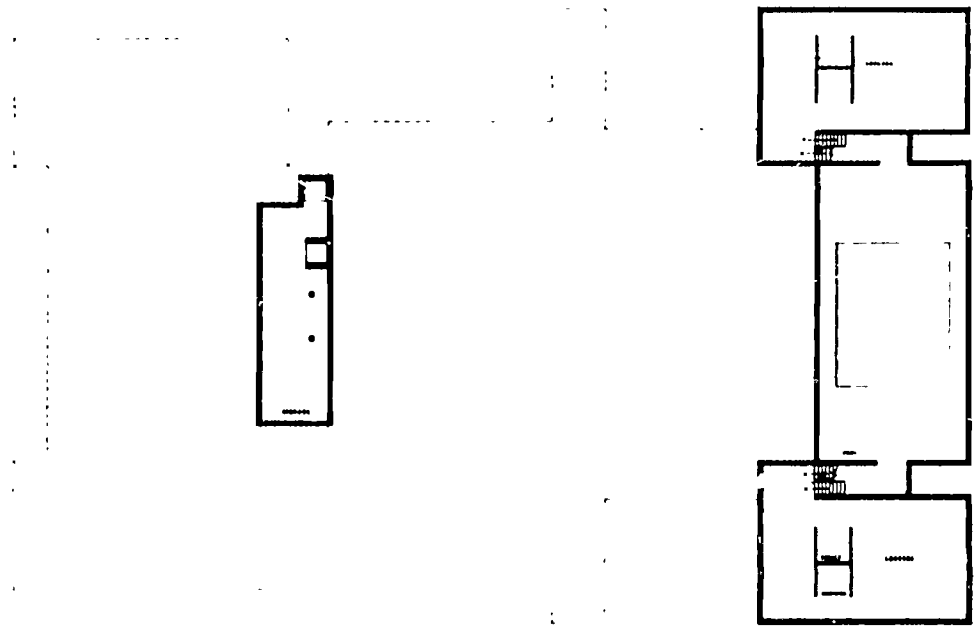
The Resource Materials Center is adjacent to the instructional areas and is located on two levels with the administration and teachers' offices closely related.

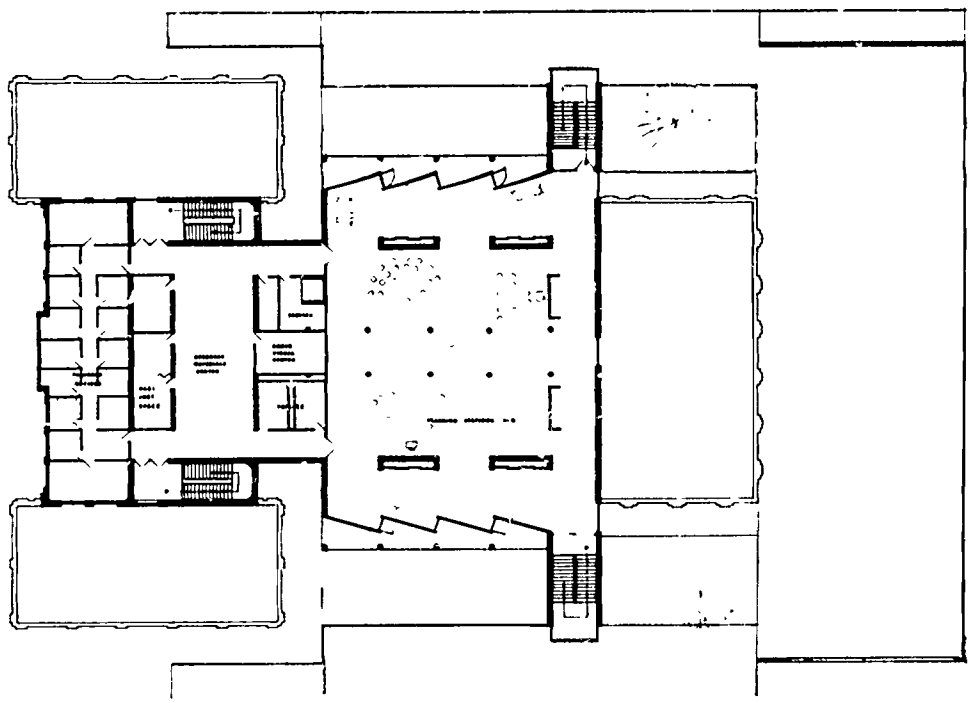
There are three play areas serving the school. There are two totally enclosed play courts adjacent to the kindergarten and pre-school teaching areas. Since the supervision requirements for these age groups is more critical than for others, it is proposed to give each group a specific play area. The third area is the general play area for children between the first and sixth grades and consists of a deck play area with ramps leading to the play area at grade. This play area is protected from the environment of the street by mounds of earth.

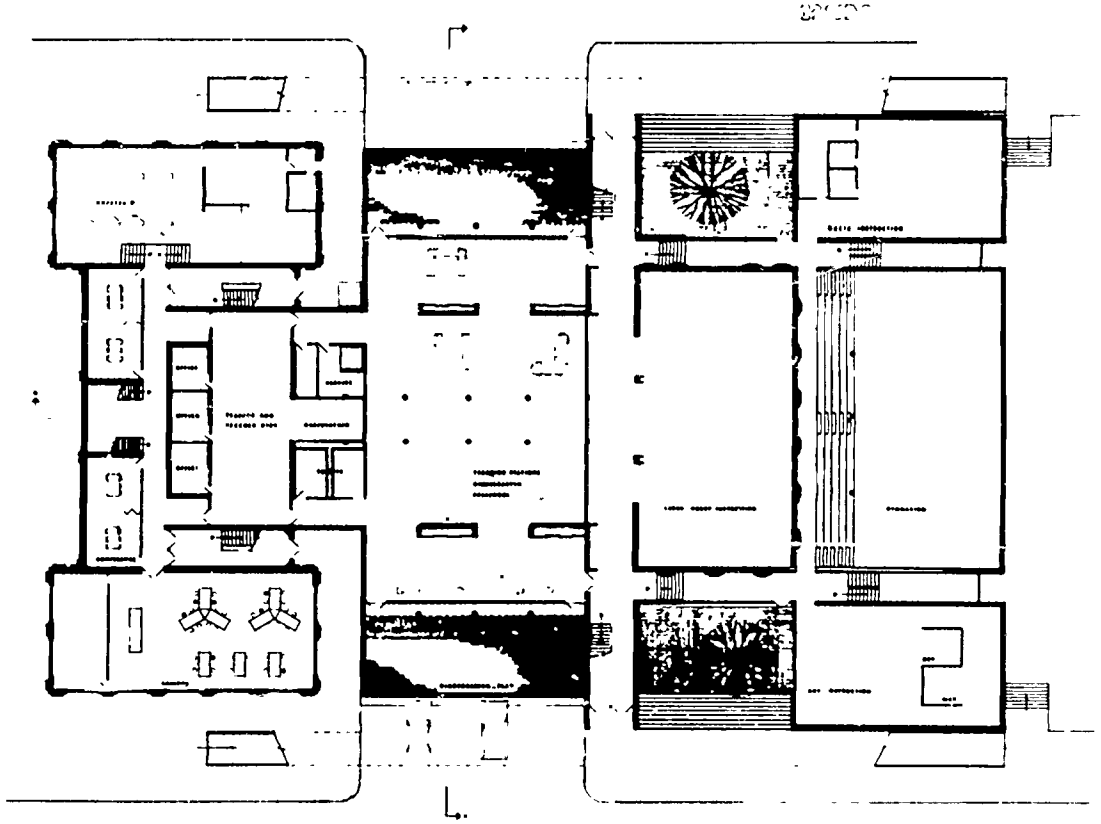


LIBERTY SCHOOL



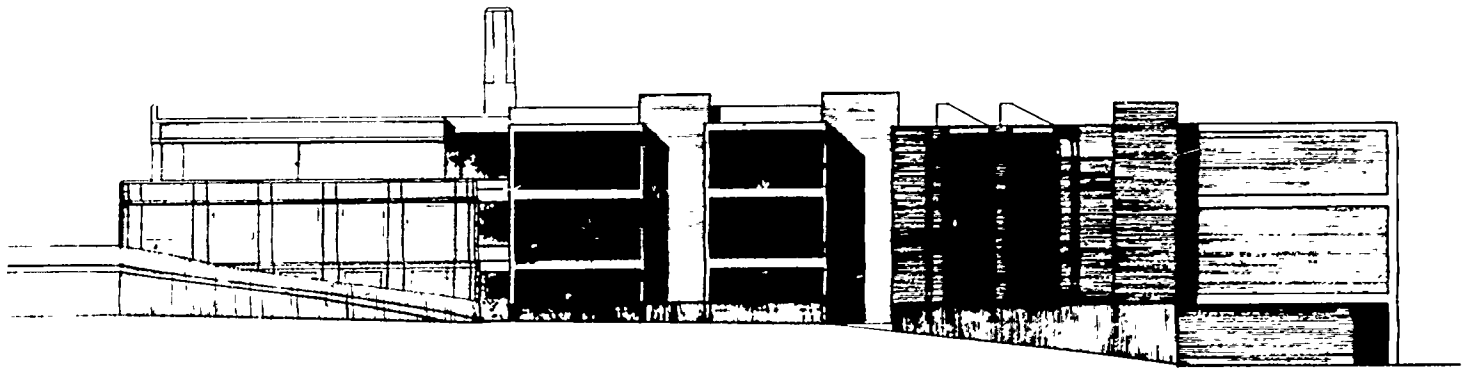






Ralph Alster

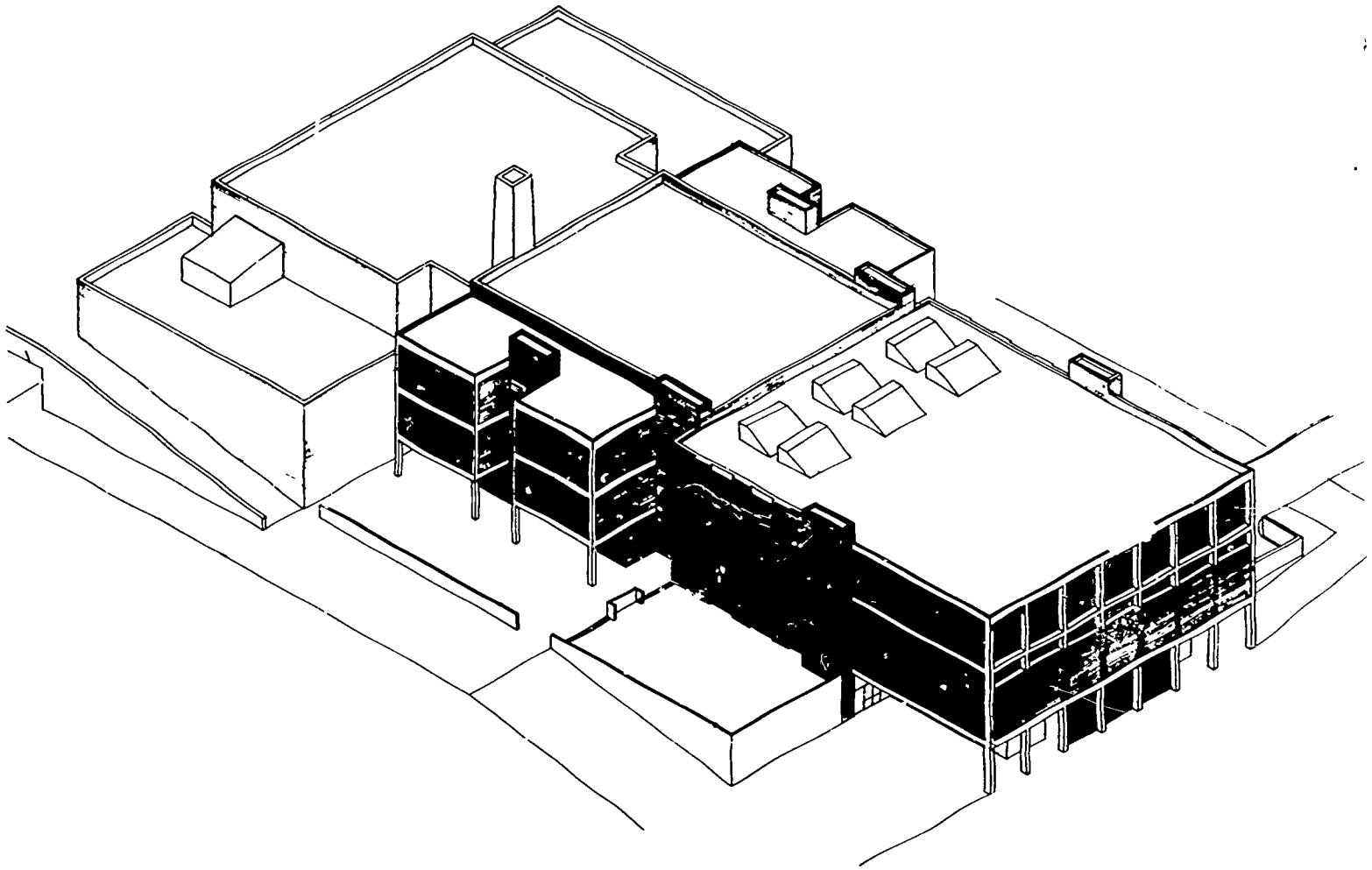
To provide the large spaces needed for team teaching within an existing structure, it is necessary to remove most of the existing non-structural walls and equipment. Having provided this central open space most of the servicing or shared areas can be placed around that space. Any additional space is added to the exterior of the old building.



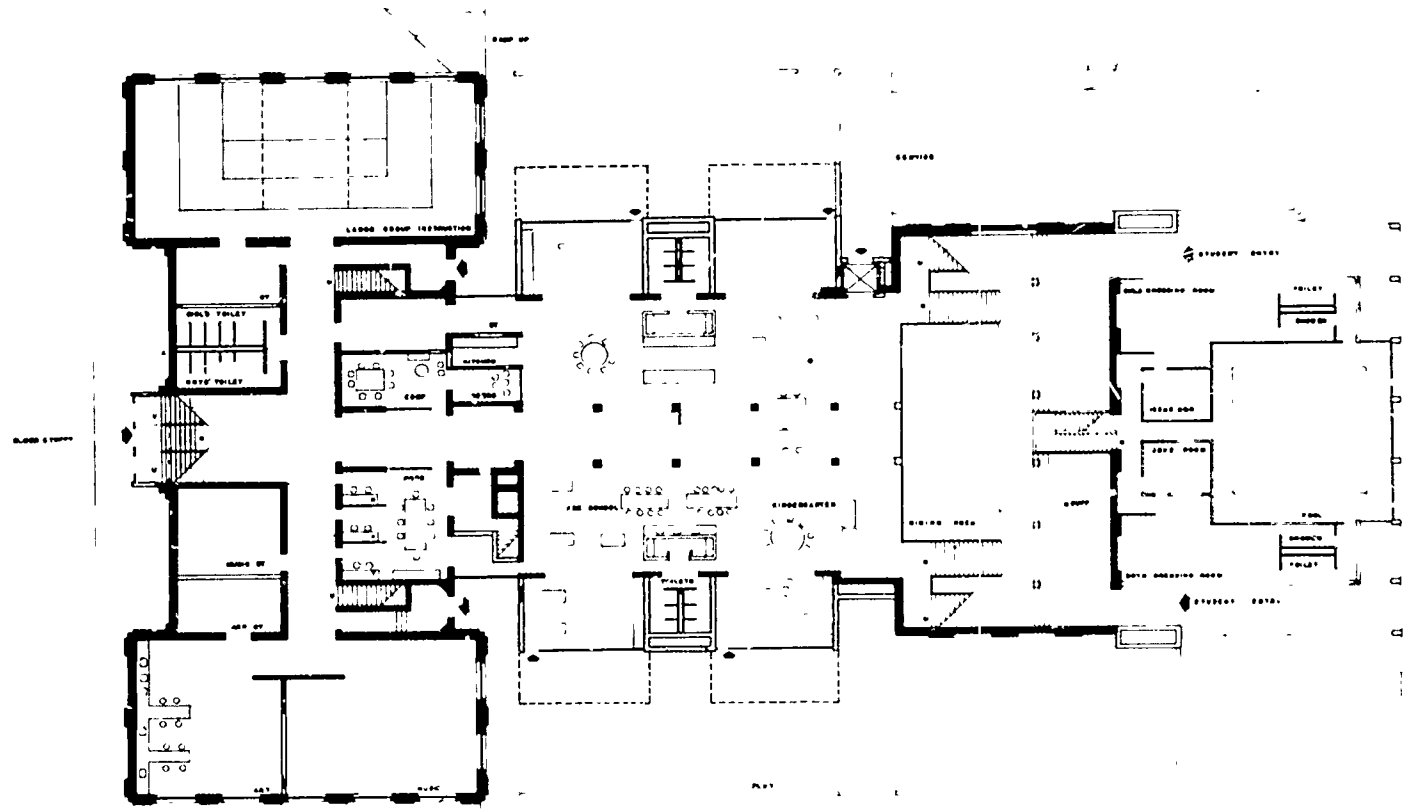
ELEVATION

(a) In Liberty School only the central section could be gutted in the manner described as the rest of the existing building is bearing wall.

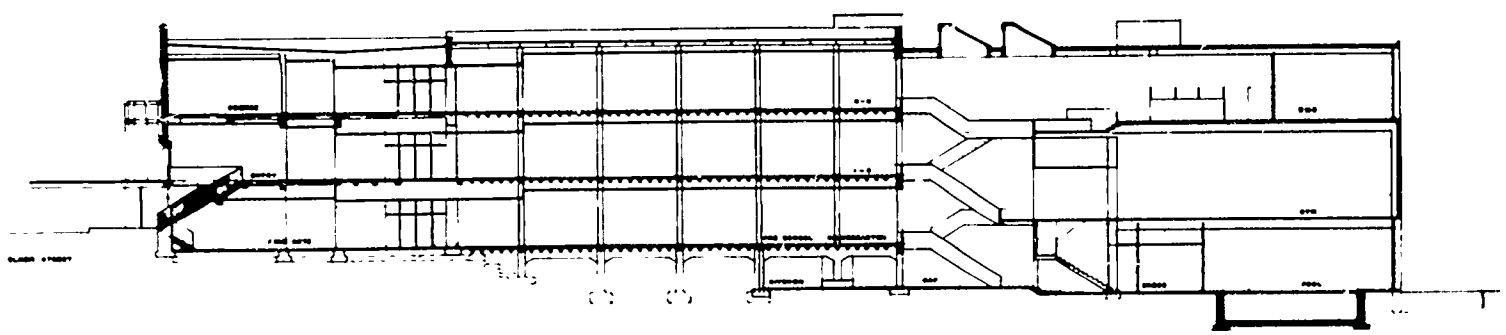
(b) Each floor is set up to provide the central team teaching space with shared areas around. Because Liberty School is multi-floored, shared areas must also be linked vertically as well as horizontally. These vertical links consist of stairwells in the south end of the building and, in the north end of the building, an open vertical well in which the students circulate on vertical stairs which connect the shared services at half-levels. For example, the Resource Materials Center should be shared by all levels, but particularly by grades 1-3 and 4-5, thus the RMC is located at a half-level between the floors and is visually related to each floor through the open well. (See Diagram.)



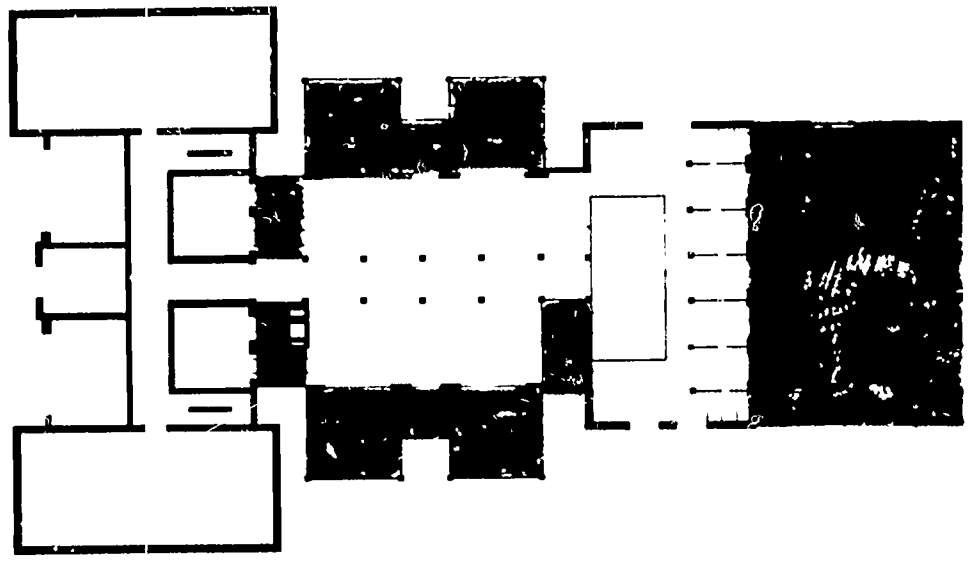
The students enter this well on the ground floor where the scuff area is located and where the food service is located and thus while the various classes are separated by floors, the open well helps connect the school.



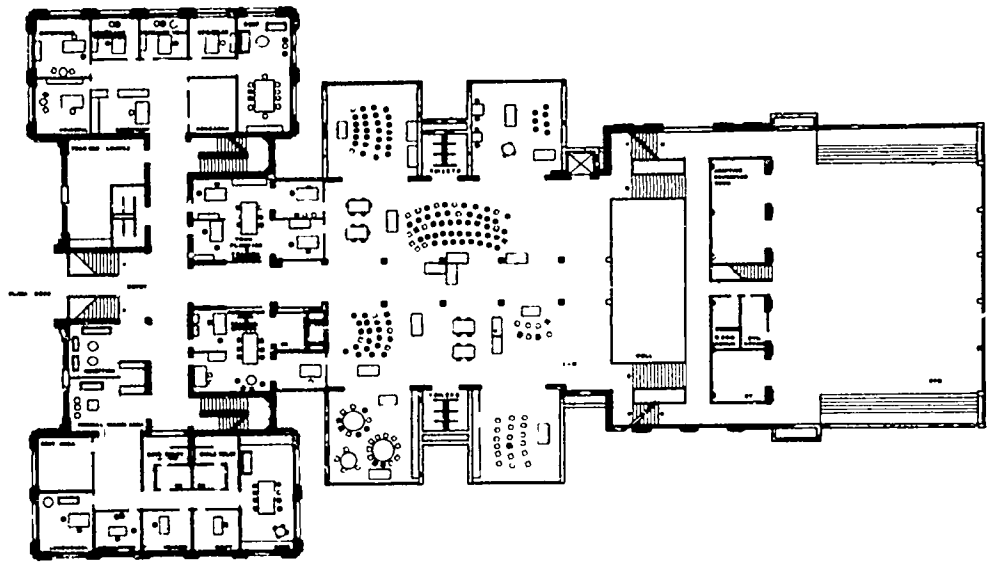
FINE ARTS / PRE SCHOOL KINDERGARTEN/ FOOD / SCUFF / POOL



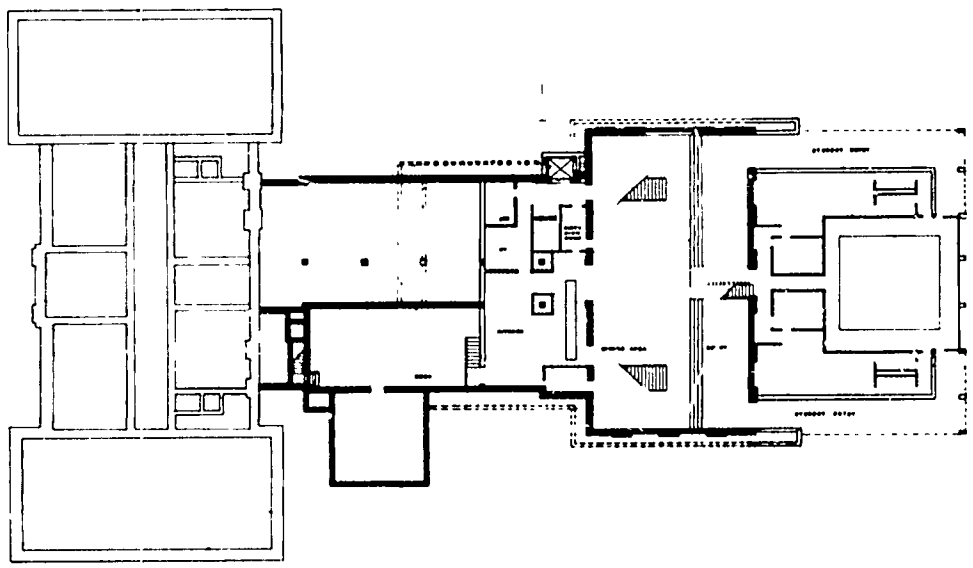
SECTION



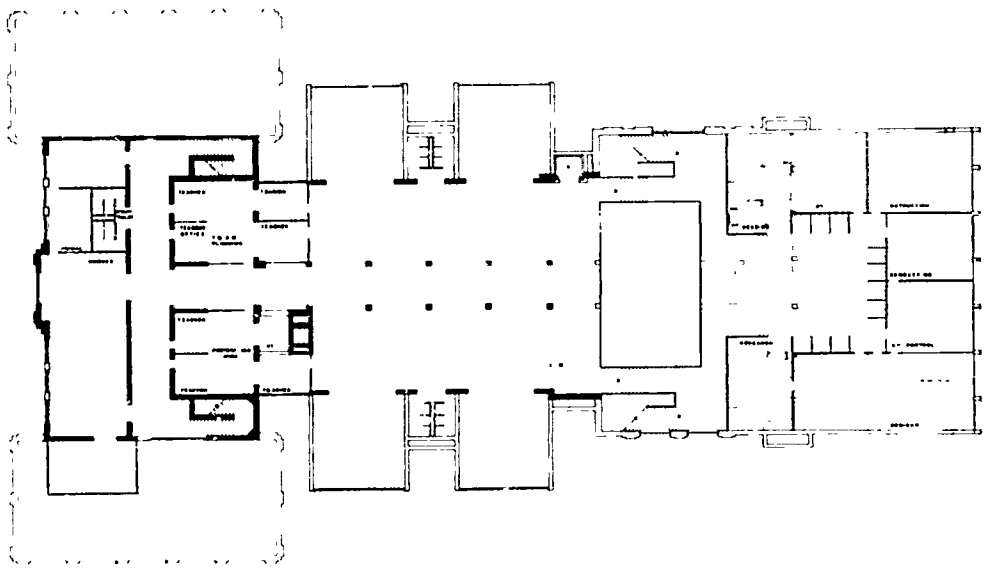
NEW ADDITIONS & STRUCTURE



ADMINISTRATION / I-3 / GYM



MECHANICAL / FOOD PREP / SERVICE / DINING / SCUPP / POOL



SCIENCE 4-5 / RMC

RA

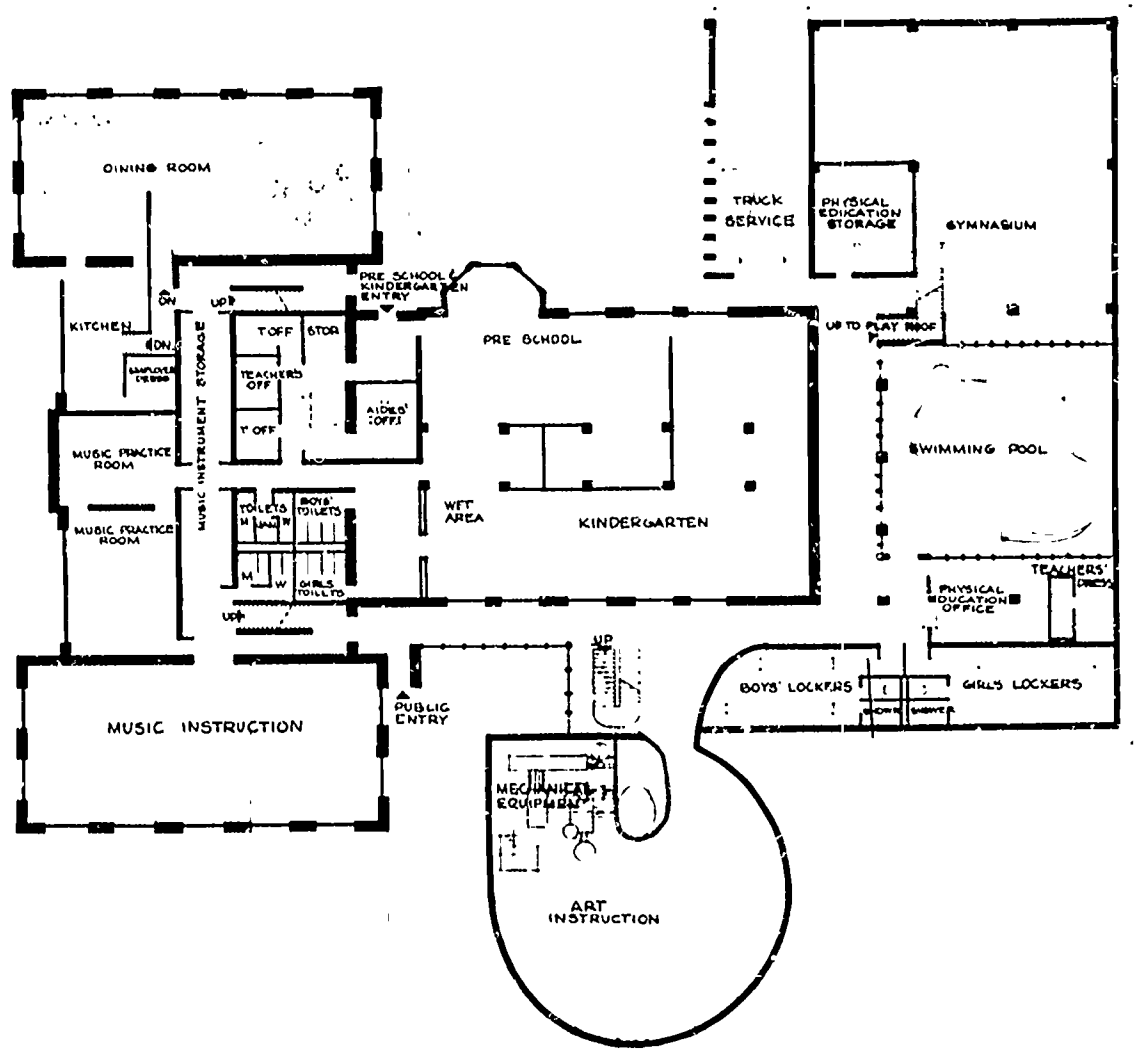
Michael Sizemore

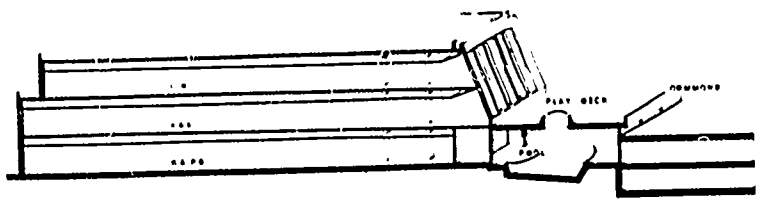
The Design Solution:
Affects minimum physical alteration of existing classroom structure by retaining toilets, corridors, structure, and removing some interior non-bearing walls.

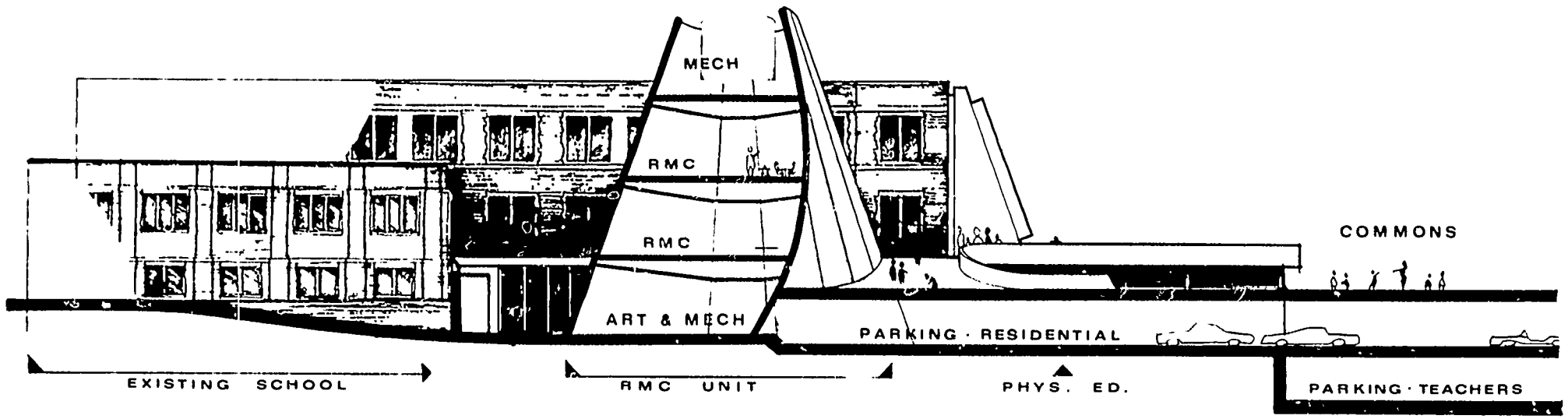
Suggests fabrication of a standardized prototype unit (called the Resource Materials Center, or RMC unit), capable of being "plugged in" to any existing school giving long-run economy to the school system. The RMC unit contains facilities peculiar to new teaching methods such as (a) audio-visual production and equipment storage, (b) central heating and cooling system, (c) vertical circulation, (d) art studio. As the existing school facility eventually becomes obsolete, its replacement can be again "plugged in" to the RMC unit, or the RMC unit could be disassembled and rebuilt elsewhere. (See photos floor plans and elevation).

Replaces existing auditorium with new physical education facilities including a roof playground, and replaces the north end wall of the existing classrooms structure with glass.

School in Context of Neighborhood:
Medium-rise and high-rise apartments will inevitably develop north of the school. Proper handling of school facilities and the







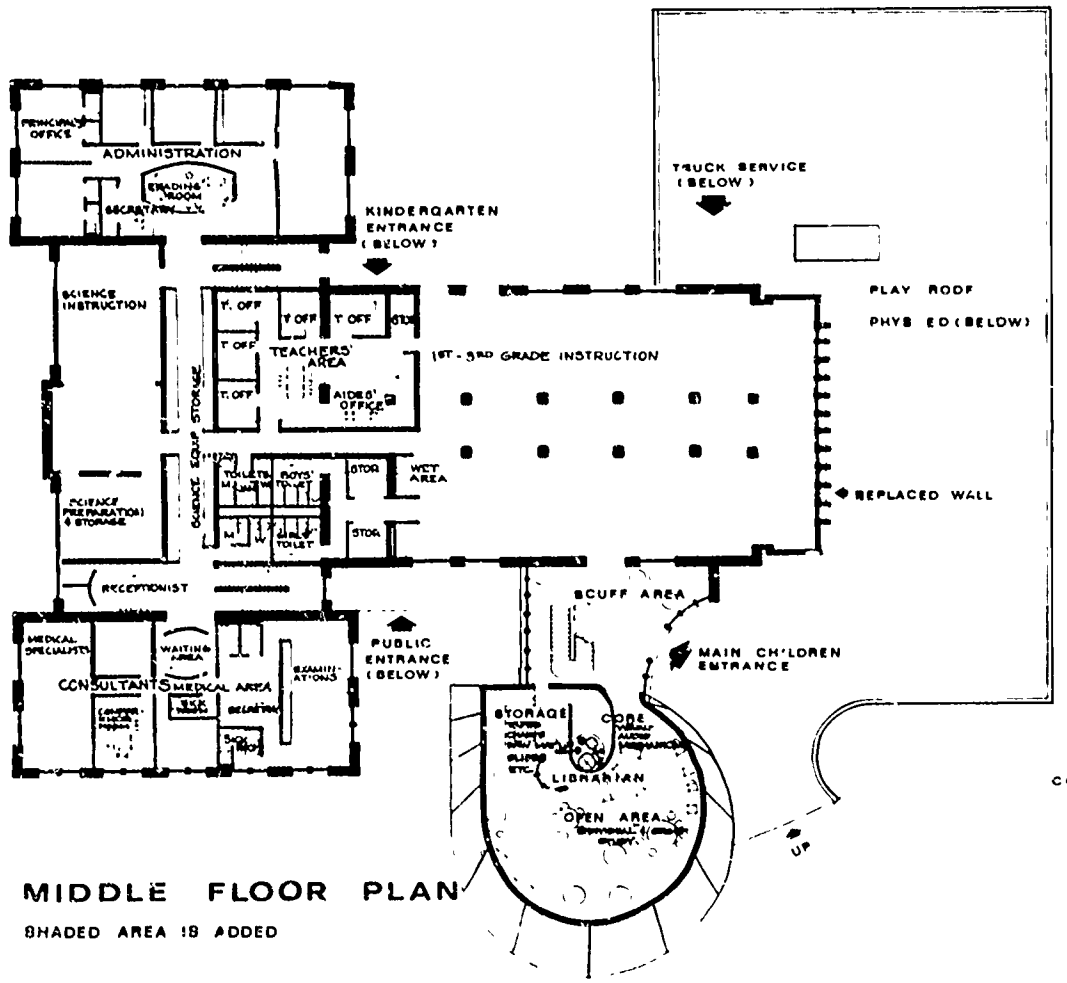
rare open space of the playground can:

Make the scale transition from the medium-rise apartments to the individual houses.

Raise the physical living level of the playground—circulation space to match that of the medium-rise apartments, which will have parking on the lower floors.

Order and unify apartment development with an open circulation space (called the commons) above the present playground.

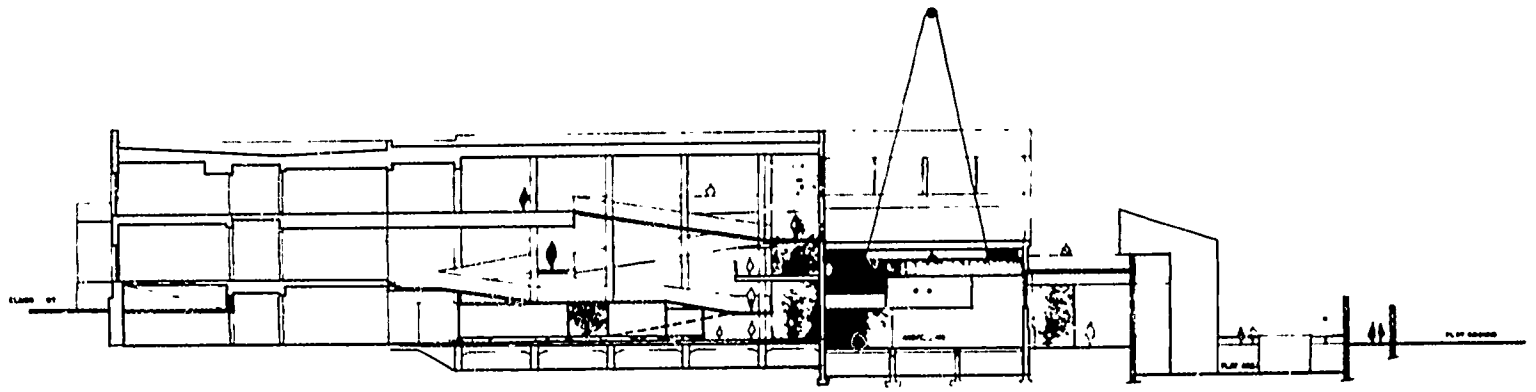
Provide parking for the school and community.



MIDDLE FLOOR PLAN

SHADED AREA IS ADDED

Ramesh Bhalla

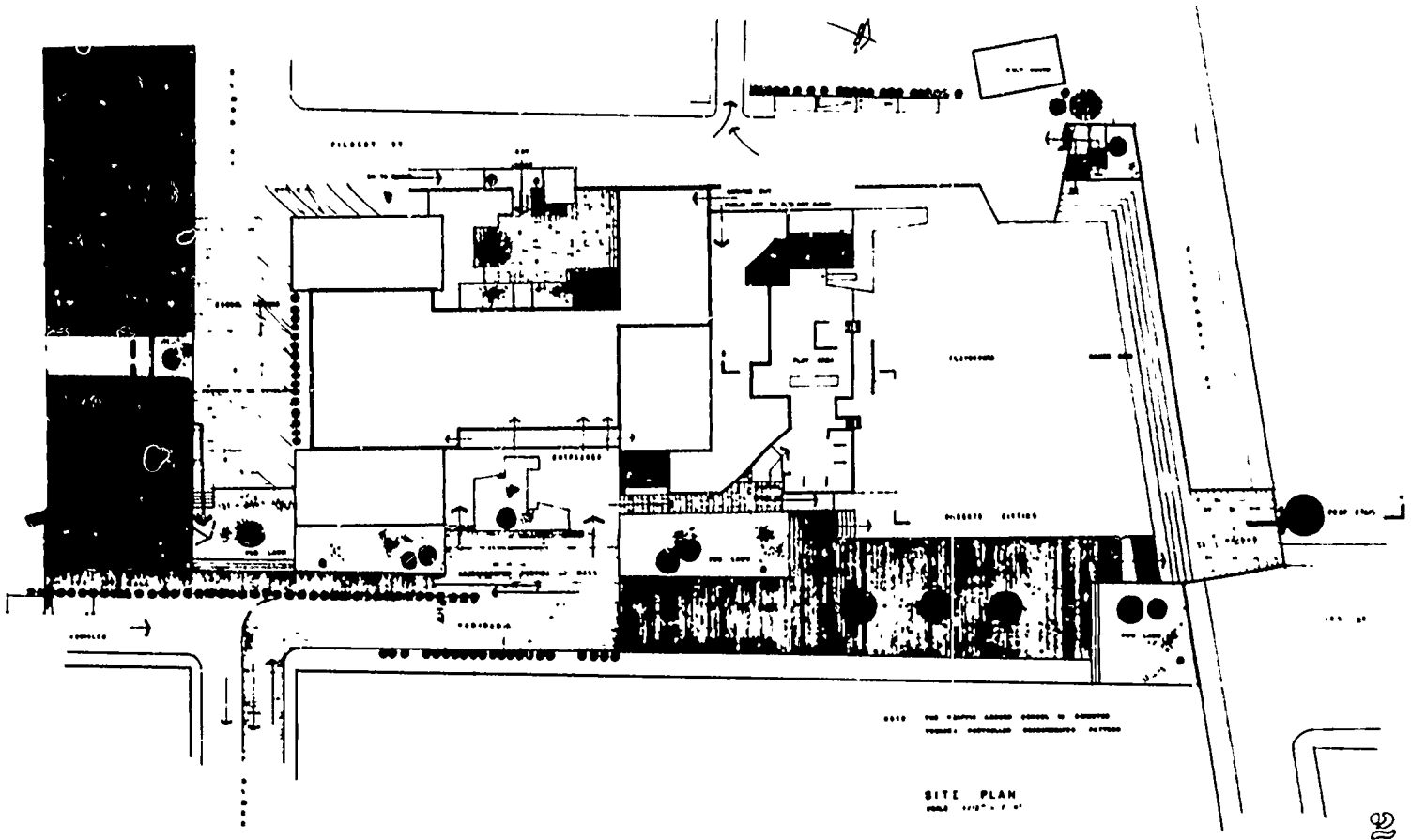


SECTION AD

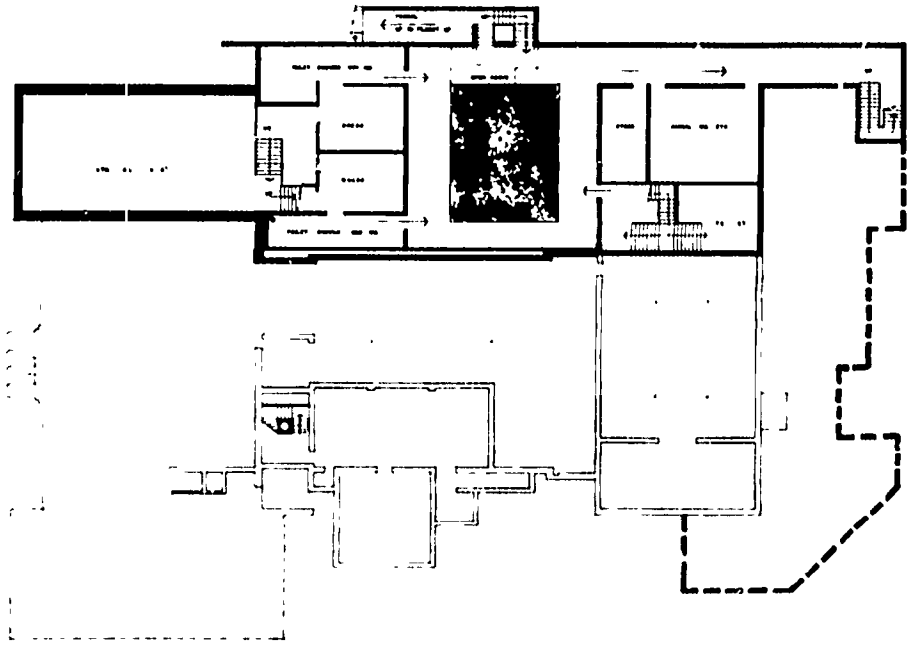
In this solution an attempt is made to create, both in the existing building and the proposed new additions, a continuous inter-penetration of space and scale, so that all parts of the building, and hence all the students, are inter-connected.

Seen in plan, the ground floor is opened up so that the division between outside space (the community) and the inside of the school is minimized. Here are placed the kinder-garten elements so that the smallest children are on the threshold into the school.

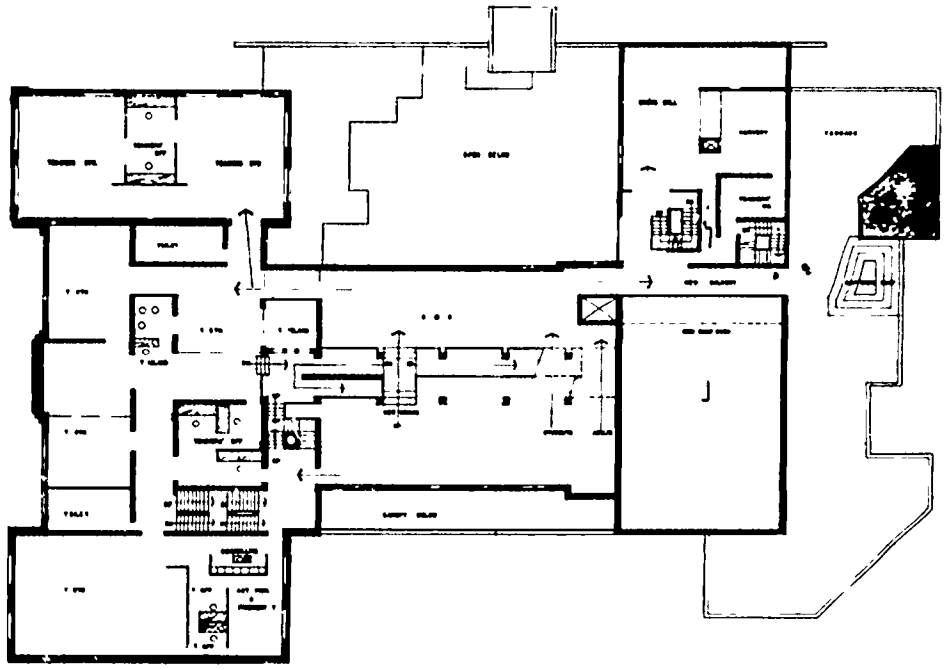
On the upper levels, the design attempts to suggest a continuous spacial arrangement of learning areas around the Materials Resource Center. By bridging Ellsworth Avenue, the community on the other side of this main artery is brought into direct contact with the school.



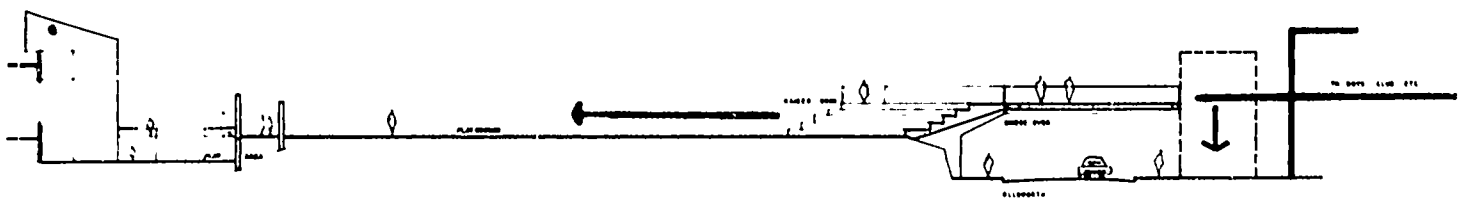
SITE PLAN

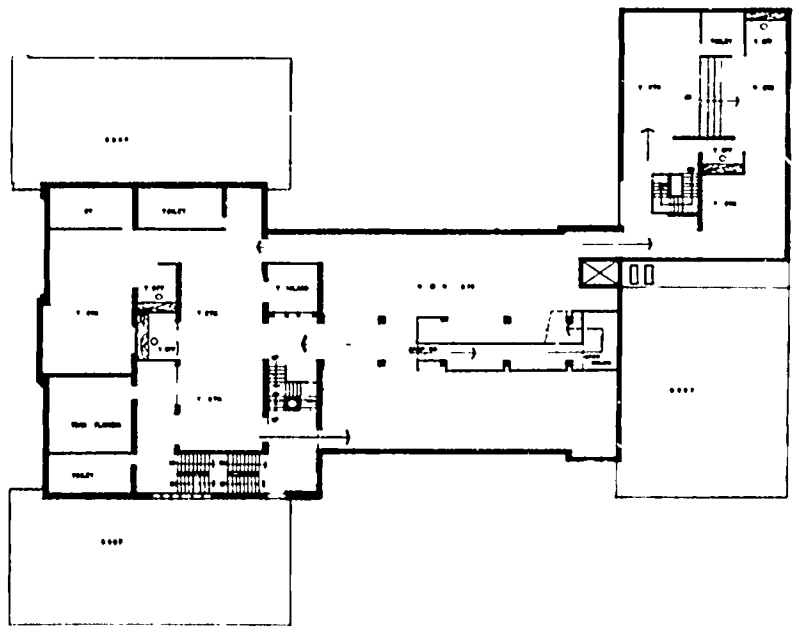


BASEMENT FLOOR



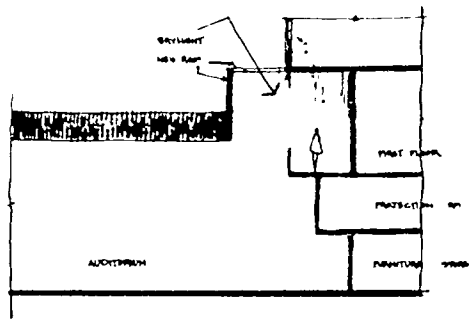
FIRST FLOOR PLAN

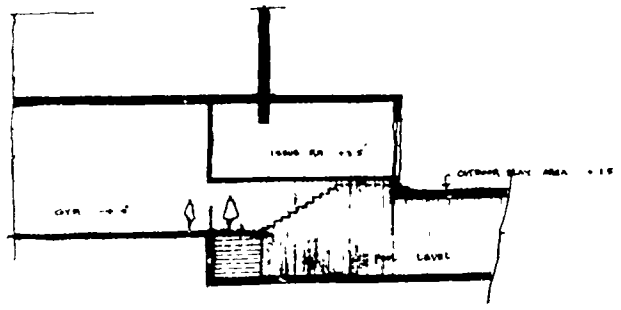


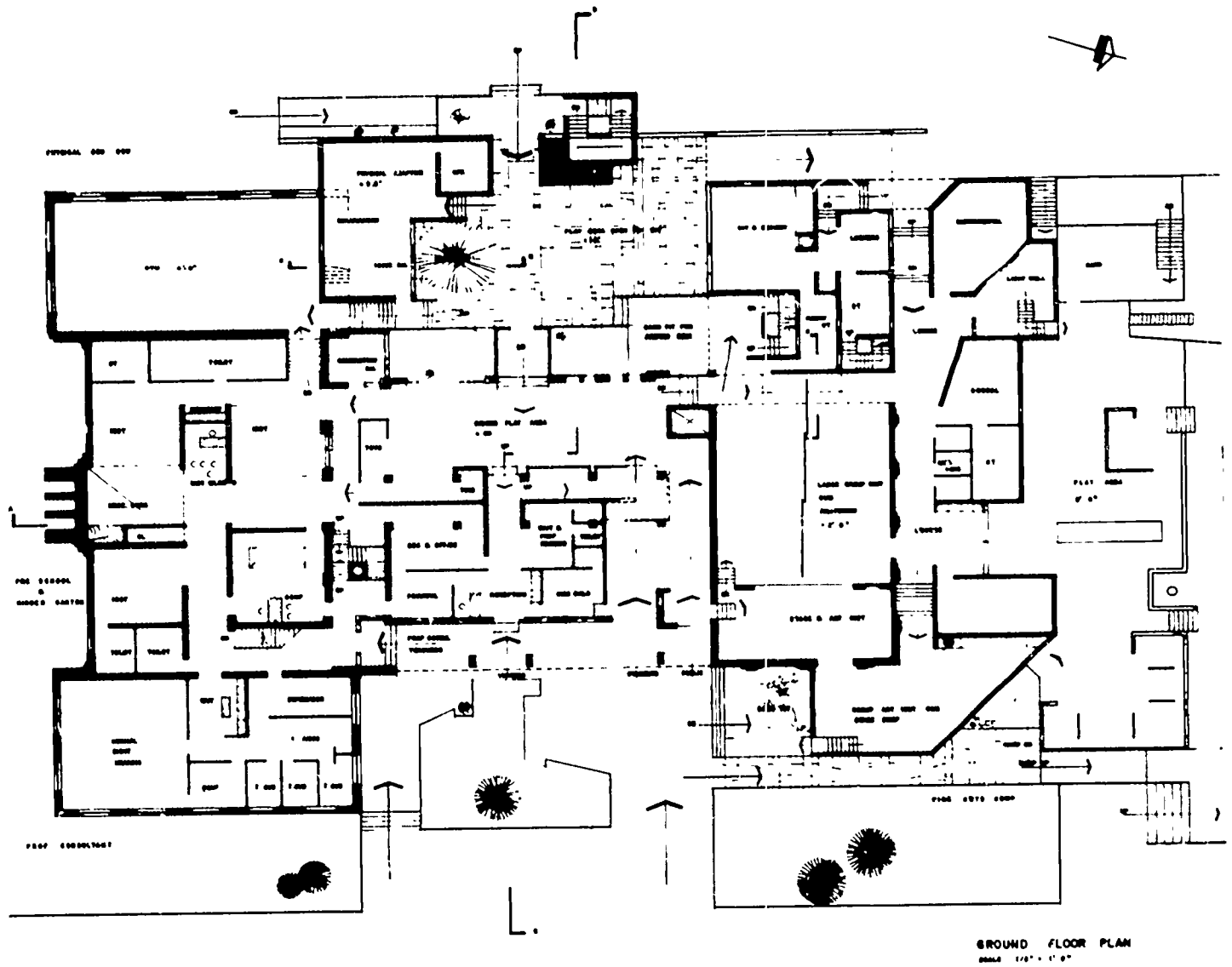


SECOND FLOOR PLAN

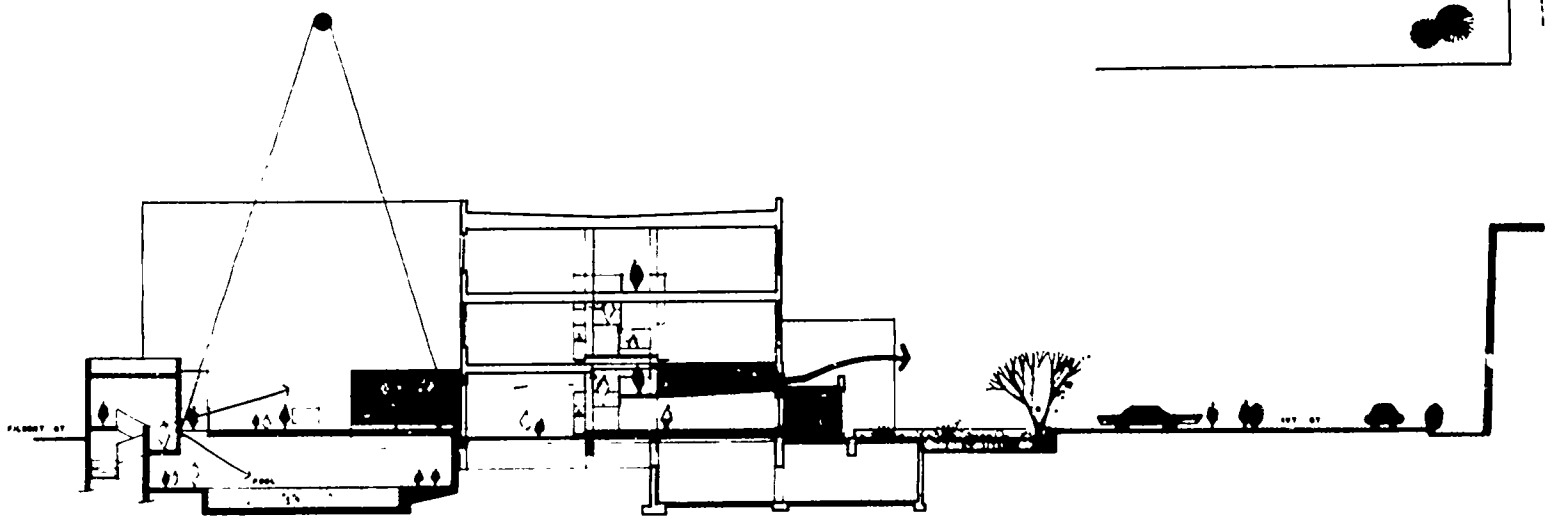
RB







GROUND FLOOR PLAN



SECTION DE

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David Lewis
Andrew Mellon Professor of
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Book design—C. Jones

The Visiting Architects:
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Morris Ketchum, Jr.and Associates
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Assistant Secretary

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Associate Superintendent for Elementary
Schools

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Director, Facilities Division

Allan E. Albig
Assistant Director, Facilities Division

J. Robert Brooks
Assistant Director, Facilities Division

Educational Specification Consultants:
MacConnell and Associates, Inc.
Donald Davis, Associate Director

Donn Wadley
Planning Consultant

For the Research Council:
Ben E. Graves
School Facilities Project Director

Publications

Reports issued as part of the "New Life for Old Schools" study are available from the Research Council and include:

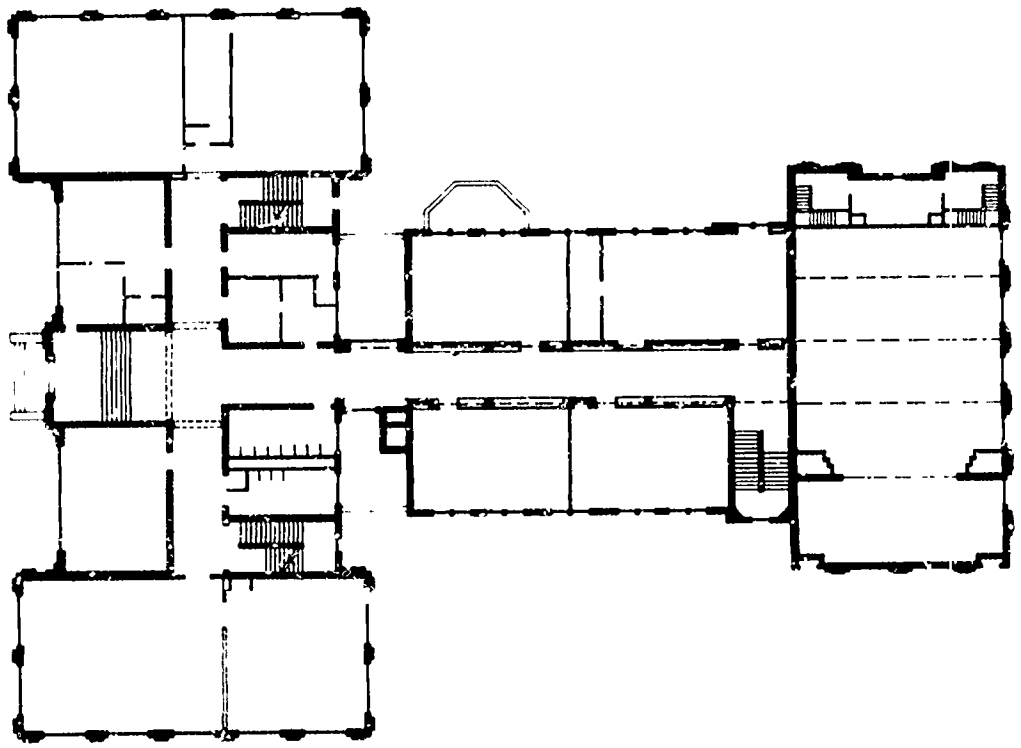
"New Life for Old Schools"
Originally published in June, 1965, and now in its second printing, this is a 100-page report on a workshop for representatives of the Great Cities in relation to the Spring, 1965 Conference of The Research Council of the Great Cities Program for School Improvement.

Newsletter
A limited number of back issues of the Newsletter are available. Future issues will be mailed to interested parties on request.

"Pittsburgh Design Study—The Wightman Elementary School"
A report of a cooperative study with the Pittsburgh Board of Education and the Department of Architecture, Carnegie Institute of Technology.

"New Life for Old Schools—
an interim report"
A 20-minute, sound, color motion picture showing examples of good school modernization currently completed or under construction.

Single copies of the above reports and additional copies of the Liberty Elementary School Design Study and information on how to schedule the motion picture are available from The Research Council of the Great Cities Program for School Improvement, 5400 North St. Louis Avenue, Chicago, Illinois 60625.



overlay

The original Liberty School building